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ABSTRACT

This catalog identifies and describes media resources for preservice and inservice teacher education programs. Resources are divided into six categories according to their form: audiotapes; gaming and simulations, motion pictures, multimedia, slides and filmstrips, and videotapes. Topics of the materials include child development, teaching methods, inner city teaching, classroom management problems, use of instructional technology and instructional materials, and the profession of teaching. Each citation identifies the resource material by title, producer, distributor, and cost. Most give a brief description of the content. An appendix contains a list of names and addresses of distributors. (RT)

ED044389

Mediated Teacher Education Resources

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Supplemental Media Resources for Preservice and In-service Teacher Education Programs

A Bibliography Prepared by
The AACTE Subcommittee on Education Technology in Teacher Education

W. C. Meierhenry, Editor

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Foreword

The need for support materials to be used in teacher education programs is an immediate one. In light of this need, teacher educators must work with what they have, although too often they must embark on a time-consuming search for what is available and where it can be found.

In a continual concern with teacher education problems, the American Association of Colleges for Teacher Education is fully cognizant of this problem. The Association's Committee on Studies, in October 1969, directed its Subcommittee on Education Technology in Teacher Education to take on the task of determining what exactly was available in terms of mediated materials for the teacher educator. The project, according to the Subcommittee chairman, Dr. Wesley C. Meierhenry, head of the Department of Continuing and Higher Education at the University of Nebraska, turned out to be more sizable than originally anticipated. During the course of many months, the Subcommittee has painstakingly tracked down and recorded information about various support materials.

The Association is pleased to publish their findings. While availability of these support materials remains critically short of the actual need, this catalog should ease the problem of finding resources.

That teacher educators need both additional materials and information will continue to concern AACTE. It is the Association's hope that this publication will not only serve as a guide to existent materials, but will also provide impetus for a more definitive cataloging in the near future.

Edward C. Pomeroy
Executive Director
American Association of Colleges
For Teacher Education

September 1970

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Introduction

This catalog has grown from the need of teacher educators to know what kind of and how much media are available for use at the present time in preservice and in-service programs. Where, for example, can be found audio tapes for training sessions or motion pictures on particular teacher-student problems? Time spent tracking down these materials has often complicated the situation.

Not as many materials are available for the cognitive, skill, or affective areas of teacher education as there should be. With the advent of such material as protocols, there will eventually be hundreds of individual modules or packages to furnish cognitive background for prospective teachers. Until such a time, however, the size of this publication at least suggests that numerous materials are available.

The immediate problem is one of locating and identifying available media for teacher education programs. When the project got underway, considerable correspondence was carried out and many people were queried. As information came in, the tasks of preparing a list of these various media and finding some common way to report them proved doubly difficult. Unfortunately, there is no consistency in how producers of media advertise and publicize their materials or in how display equipment is identified.

At one point of the project the Subcommittee held the hope that this publication might include a fairly complex classification system which could, in turn, be used to identify functions of the various media. In the end, though, a simple system of identifying only the format of each medium was pursued.

A second decision was made that no evaluations of media would be attempted in this publication. Many of the materials in this catalog have been validated and data may be obtained from their producers. In the future it probably will be necessary for all producers of media to have their products validated with appropriate information such as how well the materials change behavior or under what conditions.

For clarity, key terms are defined for the reader in Appendix A. In Appendix B the names and addresses of distributors, classified by medium, appear so that the reader can contact them for detailed information.

This publication is a beginning step. Efforts must be undertaken to develop a more comprehensive and complete publication. Since the catalog, which was produced on a volunteer basis, required more time than was originally anticipated because of the problem of locating

the materials, it is obvious that the future publications will require adequate resources.

The AACTE Subcommittee on Technology thanks those who have most generously assisted in providing information for this first cataloging.

W.C. Meierhenry, Chairman
AACTE
Subcommittee on Technology

Audiotapes

1. *Title:* THE SOUNDS OF TEACHING, LEARNING AND INNOVATIONS
   Producer: Dr. William A. Deterline and Dr. Robert F. Mager
   Distributor: Sound Education Reports
   Description: This monthly audiotape subscription service provides current on-the-spot reports of changes in the world of teaching and learning. Reports include on-site visits to innovative projects, interviews with participating teachers and students, and descriptions of the procedures, results and means of affecting change. The series also features interviews, theoretical discussions, descriptions of new developments in instructional design, and formal presentations of controversial positions. Designed primarily for teacher education and in-service staff training purposes, the basic reports are supplemented by two special reports and two audiotape/filmstrip presentations. The one-hour audiotapes are available in cassette form only. Each tape is accompanied by a booklet containing additional information and visuals which can be reproduced for overhead projection or duplicated for distribution.
   Specific Material: Audiotapes (cassettes)
   Cost: Subscription price for one year $150, two years $270

2. *Title:* TOMORROW NEVER COMES
   Producer: Stanford University, School of Education
   Distributor: Stanford Center for Research and Development in Teaching
   Specific Material: Tapes (cassettes)
   Cost: Sale $3.25

Gaming and Simulations

1. *Title:* TRADE AND DEVELOP (PILOT VERSION)
DEMOCRACY
Producer: Academic Games Project
Center for the Study of Social Organization
John Hopkins University
Distributor: Academic Games Associates, Inc.
Description: *Trade and Develop* is a gaming procedure simulating international trade and economic development; *Democracy* is a gaming procedure simulating legislative techniques.
Specific Material: Simulation games
Cost: Sale $3
Supplemental Material: Games offer an introduction to gaming procedures. 16 mm sound film. Rental $7 per week.

2. *Title:* HOW DO YOU TEACH ABOUT A CITY?
Producer: Scientific Resources Corporation
Distributor: Applied Simulations International, Inc.
Description: This sophisticated computer-assisted simulation game translates the complexities of the outside world into comprehensive educational experiences. Intended as an interdisciplinary teaching tool that can be played either on your institution's computer or on one available via teletype, the simulation begins with computer print-out of the current status of your city. Using accompanying manuals and the computer print-out, players can analyze the problems of their city and decide how to correct them. Decisions are fed into the computer at the end of each round of play. The relationship among the economic, social, and political decisions are illustrated, for example, by degree of unemployment, favorable or unfavorable growth rates, and patterns of migration. After each round the computer prints out the new status of the city; students can then

examine changes or lack of changes to determine progress toward their own pre-established goals. Three versions of the game are available: high school, university level, and adult educational.
Specific Material: Computer-assisted simulation game
Cost: Highly variable, according to player requirements. Consult distributor.

3. *Title:* INNER CITY SIMULATION LABORATORY
Producer/Distributor: Science Research Associates, Inc.
Description: A sixth-grade inner-city classroom is highlighted. The participants assume the role of Pat Taylor, a new sixth-grade teacher at Edison School located in Gardner Park, a socially and economically depressed section in the city of Urban. A long-playing record and two filmstrips entitled *Orientation to Edison School* and *Orientation to Urban Public Schools* introduce the school and the public school system to participants. They receive the usual faculty materials: faculty handbook, introduction letters, comparative statistics on Gardner Park, and the cumulative record folder of each student. Then in the role of Pat Taylor, the participants are confronted with 34 critical teaching incidents that occur in the classroom. These 34 incidents were identified in a 12 major cities survey as the most frequent and severe inner-city problems confronting teachers. Fourteen of these incidents are presented on sound and color movies; 20 are presented as scripts, in-box memos, screen settings, course and committee assignments, and playlets to be acted out by two participants.
Specific Material: Simulation game consisting of filmstrips, 8 and 16 mm films, written material
Cost: Sale $620

Critical Teaching Incidents in
INNER CITY SIMULATION LABORATORY

	Statement of Problem	Medium
1.	*Phyllis Smith Asleep in Class* Child coming to school without proper food or sleep	Movie
2.	*Sidney Sams Strikes Out* Helping a child with social adjustment problems	Movie
3.	*Marsha Wright Has an Excuse* Child refusing to do classwork	Movie
4.	*Hayward Clark's Fear of His Father* Helping a child who is upset by some home condition	Written

	Statement of Problem	Medium
5.	*Wesley Briggs and the Class's Library Behavior* Dealing with a child who rebels or deliberately tries to upset the teacher	Movie
6.	*Phyllis Smith's Hearing Problem* Getting parents to take an interest in their child's health	Playlet
7.	*Wesley Briggs Breaks Bradley Livesay's Watch* Dealing with children who seem not to care if they receive poor grades	Movie
8.	*Barry Parsons' and Mark Connors' Report Cards* Working with children who seem not to care if they receive poor grades	Movie
9.	*Conferences with Mrs. Parsons and Mrs. Connors* Dealing with parents not interested in children's schoolwork	Role Play
10.	*Stanley Jones Tests the Rules* Coping with children who will do anything to get attention	Movie
11.	*Classroom Interruptions* Dealing with classroom interruptions	Movie
12.	*Bo Green's Mistreatment at Home* Knowing what to do when children are mistreated at home	Playlet
13.	*Q-Sort of Discipline Methods* Finding a satisfactory method of disciplining children	Written
14.	*Mrs. Waters' Class Doubles-up* Handling excessively large classes	Movie
15.	*Mort Coleman, Accept or Reject* Helping emotionally disturbed children	Playlet

	Statement of Problem	Medium
16.	*Marsha Wright's Mother's Friend* Dealing with children not motivated to work	Written
17.	*Panel Report on Individualizing Instruction* Finding time and ways to individualize instruction	Written
18.	*Wesley Briggs Arrives Early* Handling children who won't obey teacher's directions or orders	Movie
19.	*The Girls Club* Children who exert a poor influence on other children	Written
20.	*Ronald Thurgood and Stanley Jones Relate Parent's Opinions* Dealing with parents who won't respond to report cards or conference requests	Movie
21.	*Craig Powers, Recess Roughneck* Child hurting another for no obvious reason	Movie
22.	*Sharon Stone Calls Debbie Walker a Thief* Helping children account for their school supplies and personal belongings	Movie
23.	*Ability and Achievement Testing Techniques* Helping children realize their capabilities and limitations	Playlet
24.	*Ellen Abrams' Nervousness* Working with children who are extremely nervous	Written
25.	*Wesley Briggs Matches Ronald Thurgood* Dealing with children who feel that practices like stealing or gambling are acceptable	Written
26.	*Getting Class Cooperation on the Census* Helping children who won't listen to, remember, or follow directions	Written Role Play

Statement of Problem	Medium
27. *Sidney Sams Leaves the Room* Students misbehaving when left unsupervised for short periods of time	Movie
28. *Bo Green Defends His Dialect* Helping children who are limited in vocabulary and speech	Written
29. *Phyllis Smith's Absenteeism* Getting parents to cooperate on children's attendance	Written
30. *Mary Christian and Emma Morgan Discuss Assignments* Encouraging students to work independently	Written
31. *Wesley Brigg's Mom Asks for Help* Helping parents who say they cannot control their children at home	Written Role Play
32. *Phyllis Smith Smells* Encouraging children to take an interest in their personal appearance and cleanliness	Written
33. *Sidney Sams, Daydreamer* Reaching a child who daydreams much of the time	Written
34. *Teaching Children Not Prepared for Grade-level Work* Helping unprepared children	Written

4. *Title:* TEACHING PROBLEMS LABORATORY
Producer/Distributor: Science Research Associates, Inc.
Description: A simulated program that introduces classroom teaching problems which can present obstacles to imaginative and effective teaching. The problems unfold in a fifth-grade classroom of Longacre School in the town of Madison, a suburb of Elton. Both the school and the problems are typical. Participants place themselves in the situation of Pat Taylor, a new fifth-grade teacher. Two filmstrips help to portray the environment in which Pat Taylor will teach. Cumulative records folders, sociograms,

and reading progress reports introduce the 31 students in the class. The 31 critical teaching problems to be solved cover a wide range of teaching experience--student behavior, parent relations, curriculum planning, teaching methodology, classroom management, and evaluation of learning. Eleven of the problems are done in sound and color. The 21 written incidents include notes from parents, homework assignments, requests from the administration, and memos from other staff members. Seven of the written incidents are accompanied by role playing.
Specific Material: Simulation game consisting of filmstrips, 8 and 16 mm films, written material
Cost: Sale $620

Critical Teaching Incidents in TEACHING PROBLEMS LABORATORY

	Statement of Problem	Medium
1.	Handling the disruptive child	Film
2.	Getting students to do homework	Written Role playing may be used
3.	Evaluating teaching objectives	Written
4.	Handling children's aggressive behavior toward one another	Film
5.	Finding films and filmstrips for an area of study	Written
6.	Finding materials for children	Written
7.	Differentiating instruction for slow, average, and gifted children within the class	Written Role playing may be used
8.	Motivating students to work on class assignments	Film
9.	Having a distaste for grading papers	Written
10.	Not knowing what to do with students who finish work early	Film
11.	Having students see consequences of undesirable behavior	Written
12.	Involving the majority of children in group discussions	Film

	Statement of Problem	Medium
13.	Discussing children's unsatisfactory achievement with parents	Written with role playing
14.	Relating a complex subject meaningfully to children	Written
15.	Being unhappy with classroom clerical work	Film
16.	Integrating the isolated, disliked child	Written
17.	Interpreting children's true capabilities to parents	Written with role playing
18.	Having children do independent work quietly	Film
19.	Telling parents when their children have serious problems	Written with role playing
20.	Providing appropriate work for the rest of the class when working with a small group or an individual	Film
21.	Helping a student who has a destructive home situation	Written role playing may be used
22.	Finding help in selecting instructional materials	Written
23.	Involving pupils in self evaluation	Written
24.	Being impatient with students	Film
25.	Not knowing how to deal with children's reading problems	Film
26.	Lacking enthusiasm for a subject	Written
27.	Getting parents interested in their children's school and classwork	Written
28.	Feeling uncomfortable about giving failing grades	Written with role playing

	Statement of Problem	Medium
29.	Feeling nervous when supervised	Film
30.	Preparing valid classroom tests	Written
31.	Contacting an unresponsive parent	Written

5. *Title:* SIMULATION GAME SEQUENCE FOR EDUCATIONAL ADMINISTRATION OF HIGHER EDUCATION
Producer/Distributor: Warren H. Groff, Temple University
Description: This simulation game emphasizes program development and revision in higher education.
Specific Material: Simulation game
Cost: Consult distributor

Motion Pictures

1. *Title:* THE BEST OF THE REAL: TEACHING IN THE INNER CITY ELEMENTARY SCHOOL
   Producer/Distributor: Center for Urban Education
   Description: Three 16 mm films for preservice and in-service teachers accompanied by a teacher training manual.
   Specific Material: 16 mm film
   Cost: Sale $250
   No charge for two-week loan from Association Films, Inc. at the following addresses:

   2227 Faulkner Rd., N.E.
   Atlanta, Georgia 30324

   600 Grand Avenue
   Ridgefield, New Jersey 07657

   25358 Cypress Avenue
   Hayward, California 94544

   561 Hillgrove Avenue
   La Grange, Illinois 60525

   1621 Dragon Street
   Dallas, Texas 75207

   490 King Street
   Littleton Common, Mass. 01460

   324 Delaware Avenue
   Oakmont, Pennsylvania 15139

   2221 South Olive Street
   Los Angeles, California 90007

2. *Title:* FOUR YEARS OLD AND READY TO GROW
   Producer/Distributor: Center for Urban Education
   Description: Filmstrip requiring filmstrip projector and tape recorder at 7½ IPS or 16 mm reel, for instructional training.
   Specific Material: Filmstrip 16 mm reel
   Cost: Sale $200
   Available for free two-week loan from same addresses as under 1 above

3. *Title:* CSMP--WHERE STUDENTS AND MATHEMATICS MEET
Producer/Distributor: Central Midwestern Regional Educational Laboratory
Description: Color film covers the Comprehensive School Mathematics Program; 22 minutes
Specific Material: Film
Cost: Consult distributor

4. *Title:* THAT EACH MAY LEARN
Producer/Distributor: Central Midwestern Regional Educational Laboratory
Description: Film focuses on ghetto children in connection with Pre-School and Elementary Program for Students with Learning Disabilities. Geared toward teacher training the film should be accompanied by a staff member; 10 minutes
Specific Material: Black and white film.
Cost: Consult distributor

5. *Title:* WALLS
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: A sensitive young teacher has tried to expose his high school class to the type of independent study they will be expected to do in college. Everyone has failed to pursue the assignments. Is there any way he can make the class members respond? 10½ minutes
Cost: Sale $125

6. *Title:* GENERAL DESCRIPTION OF ALL THE LABORATORY'S PROGRAMS
Producer/Distributor: Central Midwestern Regional Educational Laboratory
Specific Material: Color slide-tape; 22 minutes
Cost: Consult distributor

7. *Title:* A CHILD WHO CHEATS
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Kathy Ferguson's academic performance has always been average. In an important geography test, however, Kathy scores 95% -- exactly the same grade given the student in the next seat. Her teacher, Mrs. Winter, has just revealed her suspicions about Kathy to the child's mother. How should Mrs. Winter deal with Kathy's cheating? 10 minutes
Cost: Sale $115

8. *Title:* THE FIRST AND FUNDAMENTAL R
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Miss Gardner's elementary class, composed of racially mixed and culturally deprived children, has not made much progress in learning how to read. Inattentive and generally uninterested, they neither ask for books to take home nor read just for the fun of it. Can Miss Gardner find a way to make her class enjoy learning to read? 12 minutes
Cost: Sale $145

9. *Title:* I WALK AWAY IN THE RAIN
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Tom makes his philosophy clear to Mrs. Lewis, the biology teacher: he is interested in playing his guitar, sailing his boat, and being with his friends. Why, he asks her, should he live up to other people's expectations and, in so doing, lose a part of himself? Yet, Tom has the potential to be at the top of his class. How can Mrs. Lewis interest Tom in doing more than just getting by? 11 minutes
Cost: Sale $130

10. *Title:* IMAGE IN A MIRROR
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Convinced that she is going to fail, Carol goes through visible agony during tests. Her excellent report cards do nothing to ease her fears; even her teacher's constant encouragement has not helped. What can the teacher, Miss Blair, do in helping Carol gain self-confidence? 8½ minutes
Cost: Sale $100

11. *Title:* JULIA
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Julia is not retarded. The psychologist tests her and finds her normal in all respects but one--Julia has a hearing impairment. He recommends keeping Julia in her present class. Her teacher is suddenly confronted with the realization that she has the primary responsibility for Julia's education despite the child's handicap. What steps should Miss Dawson take to help Julia? 10 minutes
Cost: Sale $120

12. *Title:* TENSE: IMPERFECT
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Miss Burns is an attractive, middle-class teacher who has taken a position in a school with culturally deprived students because she ". . . wanted to give back, to help." Despite good intentions, she finds herself constantly criticizing her students' lack of initiative. One student reaches out to her for help; but because of his awkwardness, he becomes the scapegoat for Miss Burns' pent-up frustrations. Finally, faced with still another example of his clumsiness, she explodes. What can Miss Burns do to restore a positive atmosphere in her class? 12 minutes
Cost: Sale $145

13. *Title:* REPORT CARD
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Young and enthusiastic Helen Davis is a new teacher. Taking great pride in motivating her class, Miss Davis believes that she has succeeded in making its members eager to learn. She also feels that it should not be "almost impossible" to get an "A", and that her students deserve good grades. When report cards are

distributed, Helen's grades cause a storm of protest. How can Helen defend her system of grading? 12 minutes
Cost: Sale $145

14. *Title:* LESS FAR THAN THE ARROW
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Gary and many of the other students have not been paying attention in class since poetry lessons began. Finally, Miss Carter challenges Gary by asking him how he feels about poetry--and she gets more than she bargained for. Other students follow Gary's lead with similar complaints, and Gary tops them by jeeringly quoting a line Miss Carter had said was great poetry: "Mrs. Porter and her daughter wash their feet in soda water." The class shouts with laughter and waits expectantly for Miss Carter's reply. How should Miss Carter respond? 8 minutes
Cost: Sale $100

15. *Title:* WHAT DO I KNOW ABOUT BENNY?
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Mrs. Latimer tries to explain to Benny's mother why the child has not done well by referring to Benny's cumulative record at Central Elementary School, especially his test scores. Benny's mother doesn't understand. "Mrs. Latimer," she angrily shouts, "are you trying to tell me Benny is dumb?" How should the teacher answer Benny's mother? 10 minutes
Cost: Sale $120

16. *Title:* WELCOME TO THE THIRD GRADE
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Despite all his effort, Jerry must repeat the third grade. Mrs. Gibson, who has tutored him during the year, is leaving the school. How will Jerry's new teacher handle this critical situation?
Cost: Sale $155

17. *Title:* THE POETRY IN PAUL
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Paul has suddenly become a good writer and a better poet. His teacher, Mr. Trotter, praises Paul's work but soon discovers that the writing was done in earlier years by Walter, Paul's brother. How should the teacher react to such a situation?
Cost: Sale $115

18. *Title:* THE DAY THE INSECTS TOOK OVER
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: A classroom discussion of insects turns into a discussion about atomic radiation, household insecticides, and a description of a horror film. Once order is restored, how does the teacher regain the students' attention?
Cost: Sale $125

19. *Title:* JUST A SIMPLE MISUNDERSTANDING
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: A student unthinkingly credits his teacher's comments on the thoughts of famous writers as being doubtlessly true. The anxious parents demand a revision of the curriculum. What does the teacher do?
Cost: Sale $140

20. *Title:* SOME COURSES DON'T COUNT
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: Desirability versus practicability figure in this perplexing situation. Which courses should the student choose? Are there alternatives? What should the teacher advise?
Cost: Sale $115

21. *Title:* GIVE ME INSTEAD A CATASTROPHY
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: A student tests poorly and is unable to work under pressure. In such a situation, the teacher also is tested. What corrective measures should the teacher take?
Cost: Sale $125

22. *Title:* A GUIDE FOR INDEPENDENT DISCUSSION AND STUDY
Producer/Distributor: Holt, Rinehart and Winston, Inc.
Description: This is the second edition, by David Gliessman, Indiana University, Bloomington, and Don G. Williams, University of Missouri, Kansas City. Questions, suggestions, and background material are provided which enable the student to make a reasoned decision about the problem posed in each film. In addition, the third edition of the 48-page instructor's manual will soon be available.
Specific Material: Film and instructor's manual
Cost: Consult distributor

23. *Title:* INCIDENT ON WILSON STREET
Producer/Distributor: McGraw-Hill Films
Description: Individual and group reactions are filmed during an in-school incident in which a young student suddenly strikes out at her teacher. 51 minutes--Parts I and II, black and white
Cost: Sale $250, rental $25

24. *Title:* PORTRAIT OF A DISADVANTAGED CHILD: TOMMY KNIGHT
Producer/Distributor: McGraw-Hill Films
Description: A day in the life of a slum child, Tommy, is shown, illustrating factors that affect his ability to learn. 16 minutes, black and white
Cost: Sale $125, rental $8.50

25. *Title:* PORTRAIT OF THE INNER CITY SCHOOL: A PLACE TO LEARN
Producer/Distributor: McGraw-Hill Films

Description: Even unconsciously, a teacher can discriminate against pupils from disadvantaged homes and neighborhoods. 18 minutes, black and white
Cost: Sale $125, rental $8.50

26. *Title:* PORTRAIT OF THE INNER CITY
Producer/Distributor: McGraw-Hill Films
Description: The viewer sees ugly sides of the city, then some of the more positive aspects of its life. 15 minutes, black and white
Cost: Sale $125, rental $8.50

27. *Title:* CHILD OF THE FUTURE
Producer/Distributor: McGraw-Hill Films
Description: Mechanical and electronic devices are achieving remarkable results as well as offering future benefits to educators and students. Narrated by Dr. Marshall McLuhan. 58 minutes--Parts I and II, black and white
Cost: Sale $325, rental $15

28. *Title:* THE CLASS OF '01: THE COLLEGE OF TOMORROW
Producer/Distributor: McGraw-Hill Films
Description: Set in the universities of the future, the film examines new multimedia methods such as computerized control centers and closed circuit TV. 25 minutes, color
Cost: Sale $300, rental $15

29. *Title:* EXPERIMENT IN EXCELLENCE
Producer/Distributor: McGraw-Hill Films
Description: The film points up the part played by the classroom teacher in providing essential individual attention in this era of brilliant, but impersonal, teaching techniques. 54 minutes--Parts I and II, black and white
Cost: Sale $250, rental $25

30. *Title:* FROM CRADLE TO CLASSROOM: PARTS I AND II
Producer/Distributor: McGraw-Hill Films
Description: Shown here is the use of special teaching machines and instructional techniques which can increase not only physical skills such as locomotion, but also motivational, verbal, and conceptualizing abilities. Part I, 25 minutes, color; Part II, 26 minutes, color
Cost: Sale $300, rental $16 each

31. *Title:* THE REMARKABLE SCHOOLHOUSE
Producer/Distributor: McGraw-Hill Films
Description: The film surveys technological innovations in elementary and junior high school instruction. 25 minutes, color
Cost: Sale $300, rental $16

32. *Title:* THIS IS MARSHALL MCLUHAN: THE MEDIUM IS THE MESSAGE
Producer/Distributor: McGraw-Hill Films
Description: In presenting Dr. McLuhan's basic ideas, this film alternates between his comments and those of other persons.
53 minutes, Parts I & II, color
Cost: Sale $550, rental $35

33. *Title:* A CHANCE FOR CHANGE
Producer/Distributor: McGraw-Hill Films
Description: By cinema verite technique, the film follows actual everyday activities of children in a Head Start program in Durnat, Mississippi. 39 minutes, black and white
Cost: Sale $200, rental $15

34. *Title:* CHILDREN LEARN FROM FILMSTRIPS
Producer/Distributor: McGraw-Hill Films
Description: The film points out that a filmstrip doesn't take the place of anything in the curriculum; but, used with imagination, the medium can lead the child to a subject-into-learning.
16 minutes, black and white or color
Cost: Black and white--sale $105 Color--sale $200, rental $8.50

35. *Title:* CHOOSING A CLASSROOM FILM
Producer/Distributor: McGraw-Hill Films
Description: Illustrations are given on how various film techniques such as photomicrography and time-lapse photography supplement learning. 18 minutes, black and white or color
Cost: Black and white--sale $105 Color-sale $200, rental $12.50

36. *Title:* CREATING INSTRUCTIONAL MATERIALS
Producer/Distributor: McGraw-Hill Films
Description: In a series of classroom scenes involving students on different grade levels and in different curriculum areas, this film shows that the creation of instructional materials can contribute significantly to the student's learning experience.
15 minutes, black and white or color
Cost: Black and white--sale $105 Color--sale $200, rental $12.50

37. *Title:* HOW TO USE CLASSROOM FILMS
Producer/Distributor: McGraw-Hill Films
Description: The basic principles are introduced for the most effective presentation and utilization of a classroom film.
15 minutes, black and white or color
Cost: Black and white--sale $105 Color--sale $200, rental $12.50

38. *Title:* SELECTING AND USING READY-MADE MATERIALS
Producer/Distributor: McGraw-Hill Films
Description: Film covers wide range of ready-made, commercially-produced instructional materials designed to meet the similar needs of large numbers of teachers and students. 17 minutes, black and white or color
Cost: Black and white--sale $105 Color--sale $200, rental $12.50

39. *Title:* CHILDREN MAKE MOVIES
Producer/Distributor: McGraw-Hill Films
Description: This segment of a film collection dealing with teacher education shows possibilities for children's film-making projects including film scratching and block buildings. 10 minutes, black and white
Cost: Sale $110, rental $10

40. *Title:* A DAY WITH TIMMY PAGE
Producer/Distributor: McGraw-Hill Films
Description: The film documents the film-making activities by Timmy Page, a 12-year-old boy who has made some 20 films. 18 minutes, black and white
Cost: Sale $150, rental $15

41. *Title:* EFFECTIVE LEARNING IN THE ELEMENTARY SCHOOL
Producer/Distributor: McGraw-Hill Films
Description: A fifth-grade teacher narrates some of her own experiences in making learning more effective. 20 minutes, black and white
Cost: Sale $120, rental $8.50

42. *Title:* HOW TO MAKE AND USE A DIORAMA
Producer/Distributor: McGraw-Hill Films
Description: This film demonstrates construction of the diorama framework and preparation of its realistic miniature scenes. 20 minutes, black and white or color
Cost: Black and white--sale $110 Color--sale $165, rental $12.50

43. *Title:* I WANT TO GO TO SCHOOL
Producer/Distributor: McGraw-Hill Films
Description: This film examines the important role of the teacher-child relationship. 32 minutes, black and white
Cost: Sale $165, rental $11

44. *Title:* MAINTAINING CLASSROOM DISCIPLINE
Producer/Distributor: McGraw-Hill Films
Description: Techniques for securing proper class conduct and attitudes are explored. 14 minutes, black and white
Cost: Sale $90, rental $8.50

45. *Title:* PAPER IN THE ROUND
Producer/Distributor: McGraw-Hill Films
Description: The film demonstrates and explains how paper can be folded, cut or bent, and then decorated to create many forms and shadows. 11 minutes, black and white or color
Cost: Black and white--sale $60 Color--sale $125, rental $10

46. *Title:* PLANNING FOR PERSONAL AND PROFESSIONAL GROWTH
Producer/Distributor: McGraw-Hill Films

Description: A case-study of the personalities and careers of four teachers, the film illustrates the importance of planning for personal and professional growth. 18 minutes, black and white
Cost: Sale $110, rental $8.50

47. *Title:* A SEARCH FOR LEARNING
Producer/Distributor: McGraw-Hill Films
Description: This teacher training film is designed to show how to organize a classroom and present lessons using the discovery approach. 13 minutes, black and white
Cost: Sale $85, rental $6

48. *Title:* THE STUDENT
Producer/Distributor: McGraw-Hill Films
Description: The film captures the spirit of ennui pervading many classrooms today. 12 minutes, black and white
Cost: Sale $100, rental $10

49. *Title:* WAYS OF LEARNING
Producer/Distributor: McGraw-Hill Films
Description: Teaching procedures are described as they are used in a beginning level general education course taught at Antioch College. 11 minutes, black and white
Cost: Sale $75, rental $6.50

50. *Title:* THE CONCEPT OF FUNCTION
Producer/Distributor: McGraw-Hill Films
Description: Film takes new approach to the concept of function in which certain ambiguities previously inherent in the concept are avoided. 16 minutes, black and white
Cost: Sale $105, rental $8.50

51. *Title:* IRRATIONAL NUMBERS
Producer/Distributor: McGraw-Hill Films
Description: A new way of looking at and teaching irrational numbers to ninth graders is explained, using the concept of decimal fractions. 23 minutes, black and white
Cost: Sale $150, rental $11

52. *Title:* NUMBER FIELDS
Producer/Distributor: McGraw-Hill Films
Description: The concepts of sets, closures, and number fields are developed in this motion picture for ninth-grade algebra teachers. 17 minutes, black and white
Cost: Sale $115, rental $8.50

53. *Title:* PATTERNS IN MATHEMATICS
Producer/Distributor: McGraw-Hill Films
Description: Film illustrates the nature of the new approach to mathematics in high school curriculum. 14 minutes, black and white
Cost: Sale $90, rental $8.50

54. *Title:* SENTENCES AND SOLUTION SETS
Producer/Distributor: McGraw-Hill Films
Description: In this film the concept of set is explored, particularly its usefulness in describing, explaining, and teaching equations and inequalities. 21 minutes, black and white
Cost: Sale $140, rental $8.50

55. *Title:* GENERAL OBJECTIVES
Producer/Distributor: McGraw-Hill Films
Description: Film shows how to achieve the four general objectives of elementary school science teaching. 18 minutes, black and white or color
Cost: Black and white--sale $110 Color--sale $220, rental $12.50

56. *Title:* SETTING THE STAGE FOR LEARNING (MOTIVATION)
Producer/Distributor: McGraw-Hill Films
Description: The importance of identifying significant science problems for study is emphasized and methods of doing this are illustrated. 22 minutes, black and white or color
Cost: Black and white--sale $135 Color--sale $270, rental $12.50

57. *Title:* TEACHING TECHNIQUES
Producer/Distributor: McGraw-Hill Films
Description: The good teachers of science draw upon seven important techniques described in this film. 19 minutes, black and white or color
Cost: Black and white--sale $115 Color--sale $230, rental $12.50

58. *Title:* SCIENCE AND LANGUAGE ARTS
Producer/Distributor: McGraw-Hill Films
Description: This film emphasizes the importance of adequate language skills: reading, writing, speaking, and listening. 13 minutes, black and white or color
Cost: Black and white--sale $75 Color--sale $150, rental $12.50

59. *Title:* FIELD TRIPS FOR DISCOVERY
Producer/Distributor: McGraw-Hill Films
Description: Various types and purposes of field trips in science teaching are described. 13 minutes, black and white or color
Cost: Black and white--sale $75 Color--sale $150, rental $12.50

60. *Title:* READINESS FOR READING
Producer/Distributor: McGraw-Hill Films
Description: Five major areas of reading readiness are pointed out to the teacher of reading - perception, experience, language, interest and social-emotional. 18 minutes, color
Cost: Sale $215, rental $12.50

61. *Title:* TEACHING TEENAGERS ABOUT ALCOHOL
Producer/Distributor: McGraw-Hill Films

Description: Produced by the Yale University Laboratory of Applied Biodynamics, the film is designed to help teachers better understand the problems of teaching their students about alcohol. 16 minutes, black and white
Cost: Sale $95, rental $8.50

62. *Title:* AFRAID OF SCHOOL
Producer/Distributor: McGraw-Hill Films
Description: This film reveals causes of a particular instance of school phobia. 30 minutes, black and white
Cost: Sale $175, rental $11

63. *Title:* AGE OF TURMOIL
Producer/Distributor: McGraw-Hill Films
Description: Six teenagers, ages 13-15 and who represent different personality types, illustrate the behavior reflecting an early teenager's turmoil. 20 minutes, black and white
Cost: Sale $125, rental $11

64. *Title:* HE ACTS HIS AGE
Producer/Distributor: McGraw-Hill Films
Description: The film explains that a child's emotional development normally keeps pace with his physical growth. 13 minutes, black and white or color
Cost: Black and white--sale $75 Color--sale $145, rental $8.50

65. *Title:* TERRIBLE TWOS AND TRUSTING THREES
Producer/Distributor: McGraw-Hill Films
Description: The camera focuses on a nursery school play yard where the "terrible twos" are pushing, crawling, and climbing in never-ceasing activity. A year later the same children are shown at home and in school, with a review of developments in their behavior and abilities. 22 minutes, black and white or color
Cost: Black and white--sale $130 Color--sale $225, rental $8.50

66. *Title:* FRUSTRATING FOURS AND FASCINATING FIVES
Producer/Distributor: McGraw-Hill Films
Description: This film follows a small boy's cheerful, zigzag course through the years four and five in a modern nursery school. 22 minutes, black and white or color
Cost: Black and white--sale $135 Color--sale $235, rental $8.50

67. *Title:* FROM SOCIABLE SIX TO NOISY NINE
Producer/Distributor: McGraw-Hill Films
Description: The film illustrates normal behavior for children from six to nine. 21 minutes, black and white or color
Cost: Black and white--sale $145 Color--sale $270, rental $8.50

68. *Title:* FROM TEN TO TWELVE
Producer/Distributor: McGraw-Hill Films

Description: We observe the problems of discipline, guidance, and understanding confronting most parents to see how much of the conflicting behavior of preteens is actually a normal part of growth and development. 26 minutes, black and white or color
Cost: Black and white--sale $155 Color--sale $270, rental $11

69. *Title:* THE TEENS
Producer/Distributor: McGraw-Hill Films
Description: Active interest and sympathy are required of parents to help teenagers become adult in their behavior and personalities. 26 minutes, black and white or color
Cost: Black and white--sale $155 Color--sale $270, rental $11

70. *Title:* THE AGGRESSIVE CHILD
Producer/Distributor: McGraw-Hill Films
Description: An intelligent six-year-old is in constant trouble at home and in school because of fighting. Within this situation, the film examines the relationship between emotions and behavior. 30 minutes, black and white
Cost: Sale $175, rental $11

71. *Title:* BRIGHT BOY, BAD SCHOLAR
Producer/Distributor: McGraw-Hill Films
Description: Film examines the problems of school children who have difficulty in learning and who do not perform on a level consistent with their intelligence. 28 minutes, black and white
Cost: Sale $175, rental $11

72. *Title:* CHILDREN'S EMOTIONS
Producer/Distributor: McGraw-Hill Films
Description: This analysis of major childhood emotions guides parents on the proper handling of each emotion. 22 minutes, black and white
Cost: Sale $135, rental $8.50

73. *Title:* CHILDREN'S FANTASIES
Producer/Distributor: McGraw-Hill Films
Description: Film explores possible reasons behind a child's fantasies and explains how they do develop and affect the child. 21 minutes, black and white
Cost: Sale $120, rental $8.50

74. *Title:* CHILDREN'S PLAY
Producer/Distributor: McGraw-Hill Films
Description: The changing form of children's recreation is discussed, with illustrations of play at each age level. 27 minutes, black and white
Cost: Sale $160, rental $8.50

75. *Title:* A CHILD'S EYE
Producer/Distributor: McGraw-Hill Films

Description: Children react most expressively to any cataclysmic event. 9 minutes, color
Cost: Sale $135, rental $12.50

76. *Title:* DISCIPLINE DURING ADOLESCENCE
Producer/Distributor: McGraw-Hill Films
Description: Results of both too little and too much parental control are dramatized within a typical family. 16 minutes, black and white
Cost: Sale $95, rental $8.50

77. *Title:* DISCOVERING INDIVIDUAL DIFFERENCES
Producer/Distributor: McGraw-Hill Films
Description: Film shows methods used by a fifth-grade teacher in becoming acquainted with her class's individual needs and characteristics. 25 minutes, black and white
Cost: Sale $140, rental $11

78. *Title:* EACH CHILD IS DIFFERENT
Producer/Distributor: McGraw-Hill Films
Description: Dramatized incidents present a study of five fifth-grade children whose personalities and backgrounds present typical problems. 17 minutes, black and white
Cost: Sale $100, rental $8.50

79. *Title:* EARLY EXPRESSION
Producer/Distributor: McGraw-Hill Films
Description: Spontaneous and rhythmic movements of two four-year-old children are recorded by various media. 15 minutes, color
Cost: Sale $185, rental $15

80. *Title:* EMOTIONAL MATURITY
Producer/Distributor: McGraw-Hill Films
Description: Some consequences are shown of an adolescent's failure to channel his emotions into positive actions and feelings. 20 minutes, black and white
Cost: Sale $120, rental $8.50

81. *Title:* HEREDITY AND PRENATAL DEVELOPMENT
Producer/Distributor: McGraw-Hill Films
Description: Film presents growth, subdivision and union of male and female sex cells, fertilization of the ovum by the sperm cell, and prenatal development. 21 minutes, black and white
Cost: Sale $115, rental $8.50

82. *Title:* INDIVIDUAL DIFFERENCES
Producer/Distributor: McGraw-Hill Films
Description: Wrong and right ways are shown in which a teacher can try to bring the shy, slow student into the mainstream of the class. 23 minutes, black and white
Cost: Sale $125, rental $8.50

83. *Title:* JAMIE-STORY OF A SIBLING
Producer/Distributor: McGraw-Hill Films
Description: The damaging effects of sibling rivalry on family members is emphasized by illustrating how ego-deflating this rivalry can be to a child and by suggesting how parents can minimize friction and damage. 28 minutes, black and white
Cost: Sale $165, rental $8

84. *Title:* MEANING OF ADOLESCENCE
Producer/Distributor: McGraw-Hill Films
Description: By sympathetic understanding, parents can help teenagers adjust to the problems of adult life. 16 minutes, black and white
Cost: Sale $100, rental $8.50

85. *Title:* MEETING THE NEEDS OF ADOLESCENTS
Producer/Distributor: McGraw-Hill Films
Description: Parents can do much to help adolescents. Cited are many needless worries they might have about their teenagers. 19 minutes, black and white
Cost: Sale $120, rental $8.50

86. *Title:* MY OWN YARD TO PLAY IN
Producer/Distributor: McGraw-Hill Films
Description: This social documentary reveals the fascinating play world of children and also offers insights into urban environment problems. 10 minutes, black and white
Cost: Sale $110, rental $6.50

87. *Title:* PHYSICAL ASPECTS OF PUBERTY
Producer/Distributor: McGraw-Hill Films
Description: Film offers an animated description of the development of the primary and secondary sex characteristics in boys and girls during adolescence. 19 minutes, black and white
Cost: Sale $120, rental $8.50

88. *Title:* SHYNESS
Producer/Distributor: McGraw-Hill Films
Description: The film treats shyness in children and how, through mutual understanding by parents and teachers, this problem may be met. 23 minutes, black and white
Cost: Sale $125, rental $6

89. *Title:* SIBLING RELATIONS AND PERSONALITY
Producer/Distributor: McGraw-Hill Films
Description: Through a series of case studies, the film demonstrates a child's relationships with his brothers and sisters throughout developmental years. 22 minutes, black and white
Cost: Sale $135, rental $8.50

90. *Title:* SIBLING RIVALRIES AND PARENTS
Producer/Distributor: McGraw-Hill Films
Description: Film focuses on reasons behind rivalry, its varied manifestations, and means of minimizing natural friction. 11 minutes, black and white
Cost: Sale $65, rental $6.50

91. *Title:* SOCIAL ACCEPTABILITY
Producer/Distributor: McGraw-Hill Films
Description: Through the story of a high school girl who fails to be accepted by a popular school clique, the film illustrates the correlation between social acceptability and the average adolescent's successful adjustment and happiness. 20 minutes, black and white
Cost: Sale $120, rental $8.50

92. *Title:* SOCIAL DEVELOPMENT
Producer/Distributor: McGraw-Hill Films
Description: Film offers an analysis of social behavior at various age levels to show how behavior patterns change as a child grows. 16 minutes, black and white
Cost: Sale $100, rental $8.50

93. *Title:* SOCIAL-SEX ATTITUDES IN ADOLESCENCE
Producer/Distributor: McGraw-Hill Films
Description: The life stories of a young married couple are presented and contrasted in terms of each one's sex education and adjustments during adolescence. 22 minutes, black and white
Cost: Sale $125, rental $8.50

94. *Title:* STUDENT DEPARTURE
Producer/Distributor: McGraw-Hill Films
Description: Within a hospital setting, film shows how babies and children react to emotional deprivation when a serious illness or accident necessitates their being hospitalized. 28 minutes, black and white
Cost: Sale $170, rental $8

95. *Title:* THE WORLD OF THREE
Producer/Distributor: McGraw-Hill Films
Description: Film records a typical day in the life of a young child whose feeling of security has been undermined by the arrival of a new baby sister. 29 minutes, black and white
Cost: Sale $170, rental $8

96. *Title:* (See listing below)
Producer/Distributor: McGraw-Hill Films
Description: As part of the 8mm film loops audio-visual equipment operation series, these 8mm color brief-films provide easy-to-follow demonstrations on operating audio-visual equipment. They are intended to help teachers become familiarized with basic

audio-visual equipment for classroom use; they are also indispensable in training audio-visual personnel. Average length 3-4 minutes
Cost: Sale set of 27 films for $490 or individual films for $20 each

2" x 2" Slide Projectors
35mm Filmstrip Projector
Opaque Projector
Overhead Projector
Tape Recorder
Record Player
Splicing Magnetic Tape
Motion Picture Projection Practice, Part I
Motion Picture Projection Practice, Part II
RCA (Models Junior and 35016), Part I
RCA (Models Junior and 35016), Part II
RCA (Models Junior and 35016), Part III
RCA (Models Junior and 35016), Part IV
Kodak Pageant (Model AV-126-Tr), Part I
Kodak Pageant (Model AV-126-Tr), Part II
Graflex (Model 815), Part I
Graflex (Model 815), Part II
Kalart Victor (Model 70-15), Part I
Kalart Victor (Model 70-15), Part II
Kalart Victor (Model 70-15), Part III
Bell and Howell (Model 399), Part I
Bell and Howell (Model 399), Part II
Bell and Howell (Model 399), Part III
Bell and Howell (Model 542), Part I
Bell and Howell (Model 542), Part II
Bell and Howell (Model 552 Autoload)
Splicing Motion Picture Film

97. *Title:* (See listing below)
Producer/Distributor: McGraw-Hill Films
Description: Part of the audio-visual production techniques series, this series of 8 mm Brief-Films trains users of classroom audio-visual materials. Each film loop demonstrates in detail one of the processes involved in the production of basic audio-visual materials. Average length 3-4 minutes
Cost: Consult distributor

Dry Mounting (Press) (black and white)
Dry Mounting (Hand Iron) (black and white)
Permanent Rubber Cement Mounting (black and white)
Mounting: A Two-Page Picture (black and white)
Mounting: A Cut-Out Picture (black and white)
Mounting: Overcoming Dry Mounting Problems (black and white)
Mounting: Using Laminating Film (black and white)
Cloth Mounting (Roll) (black and white)

Cloth Mounting (Fold), Part I (black and white)
Cloth Mounting (Fold), Part II (black and white)
Mounting: Setting Grommets (black and white)
Lettering: The Felt Pen (Basic Skills) (color)
Lettering: The Felt Pen (Applications) (color)
Lettering: Prepared Letters (black and white)
Lettering: Wricoprint (black and white)
Lettering: Wrico Signmaker (black and white)
Lettering: Leroy 500 and Smaller (black and white)
Lettering: Leroy 700 and Larger (black and white)
Transparencies: Handmade Method (color)
Transparencies: Heat Process (color)
Transparencies: Principle of Diazo Process (color)
Transparencies: Diazo Process (color)
Transparencies: Spirit Duplicator (color)
Transparencies: Picture Transfer I (color)
Transparencies: Picture Transfer II (color)
Transparencies: Making Overlays (color)
Transparencies: Mounting and Masking (color)
Transparencies: Adding Color (color)
The Spirit Duplicator: Preparing Masters (color)
The Spirit Duplicator: Operation (color)

98. *Title:* MAKE A MIGHTY REACH
Producer/Distributor: IDEA
Description: The film depicts dramatic changes taking place in education, with emphasis on new ideas that take cognizance of differences in the individual abilities of students. Over a million persons have viewed this film, which is in continuing demand. The production has been honored with the First Prize Gold Medal at the 10th International Film and TV Festival of New York and the Chris Award at the 15th Annual Columbus Film Festival. The United States Information Agency has decided to include major excerpts in an exhibit of American education which will tour major Russian cities. 45 minutes
Specific Material: 16 mm color film with sound
Cost: Sale $300, rental $15

99. *Title:* THE IMPROBABLE FORM OF MASTER STURM--THE NONGRADED HIGH SCHOOL
Producer/Distributor: IDEA
Description: The viewer goes inside a high school which has been functioning as a nongraded institution for more than 10 years. In addition to highlighting nongradedness, the film offers insight into the concept's ramifications. Individual rather than group needs are shown as important aspects of the nongraded curriculum. The basic premise is that with proper guidance, the individual, whether slow, average, or superior, can transform his school experience into one of inquiry, curiosity, and problem-solving.
Specific Material: 16 mm color film with sound
Cost: Sale $125, rental $7.50

100. *Title:* CHARLIE AND THE GOLDEN HAMSTER--THE NONGRADED ELEMENTARY SCHOOL
Producer: IDEA
Distributor: Information and Services Division
Description: Guiding concepts of a nongraded elementary school are explained through dramatic portrayal of an individual child and his particular learning style. The film points out that it is not a matter of whether a child is ready for school, but whether the school is ready to teach the child. Schools practicing or considering a nongraded program will find the film particularly relevant. It is based on the famous University Elementary School at UCLA under the direction of John I. Goodlad. 13 minutes
Specific Material: 16 mm color film with sound
Cost: Sale $125, rental $7.50

101. *Title:* TEAM TEACHING IN THE ELEMENTARY SCHOOL
Producer: IDEA
Distributor: Information and Services Division
Description: The cameras focus on a teaching team during a regular school day at Ernestine Matzke Elementary School in Cypress, Texas. A study guide, published by IDEA, supplements the training film. 27 minutes
Specific Material: 16 mm color film with sound
Cost: Sale $200, rental $11

102. *Title:* A WHISPER OF DISSENT--COLLECTIVE NEGOTIATIONS IN EDUCATION
Producer: IDEA
Distributor: Information and Services Division
Description: Chet Huntley, former NBC news commentator, guides viewers through a rapid sequence of insights into the issues of collective negotiations. The first "whisper of dissent" in the film comes from a 19th-century schoolmarm in a one-room schoolhouse who has to buy class books from her meager salary. From there the film moves rapidly to the 20th century. Today's teachers and principals express their views along with other voices--Sam Lambert, NEA; New York Mayor John Lindsay; Albert Shanker, AFT; Florida Governor Claude Kirk; and IDEA's Samuel G. Sava. They explain the positions and promises in the burgeoning teacher militancy evident in the schools. 32 minutes
Specific Material: 16 mm color film with sound
Cost: Sale $275, rental $15

103. *Title:* FIVE FACING TEN--SCHOOL BOARDS IN CRISIS
Producer: IDEA
Distributor: Information and Services Division
Description: This in-service film is designed to help school boards cope with the rapidly emerging problems in education during a time when the American public school system is caught in rapid evolution of teaching patterns, militancy, technology, and

new construction techniques. The film has a significant message for educational and parent groups. 30 minutes
Specific Material: 16 mm film
Cost: Sale $275, rental $15

104. *Title:* LEARNING BY INQUIRY
Producer: IDEA
Distributor: Information and Services Division
Description: The film explores ways in which the excitement of inquiry can be used to help a youngster learn, emphasizing direct observation and involvement of factual and human phenomena.
Specific Material: 16 mm color film with sound
Cost: Sale $200, rental $11

105. *Title:* CONTINUOUS PROGRESS EDUCATION
Producer: IDEA
Distributor: Information and Services Division
Description: Continuous progress education allows children to move in an uninterrupted sequence toward their full capability as students. This how-to-do-it training film covers the transition from a graded program into a continuous progress curriculum. Through vertical rather than horizontal grouping, each student progresses at his individual learning rate instead of collectively within his age group. The film opens in a British primary school in Bristol, England, using an exemplary continuous progress curriculum and then follows an American principal and staff as they begin the continuous progress transformation. 20 minutes
Specific Material: 16 mm color film with sound
Cost: Sale $200, rental $11

106. *Title:* PRIMARY EDUCATION IN ENGLAND
Producer: IDEA
Distributor: Information and Services Divisio
Description: A documentary on the provocative "family grouping" used in the British infant school, this film has many implications for the future of early childhood education in the United States. Scenes negate some old motions about preschool education. It supports the concept of nongraded schools as an international innovation. 12 minutes
Specific Material: 16 mm color film with sound
Cost: Sale $120, rental $10

107. *Title:* WESTERN CIVILIZATION: MAJESTY AND MADNESS
Producer/Distributor: Learning Corporation of America
Description: In this humanities series are episodes on *Charlemagne: Holy Barbarian; The Crusades: Saints and Sinners; Napoleon: The Making of a Dictator; Napoleon: The End of a Dictator; The French Revolution: The Bastille; The French Revolution: The Terror;* and *Galileo: The Challenge of Reason.*
Specific Material: Color film
Cost: Sale $360, per film

108. *Title:* ELEMENTARY ECONOMICS FILMS
Producer/Distributor: Learning Corporation of America
Description: This series of animated films on basic economic concepts for elementary school students is based upon a group of books written by Marie Winn. Films within the series are *Why We Use Money: The Fisherman Who Needed a Knife* and *Why People Have Special Jobs.*
Specific Material: Color films
Cost: Sale $125, per film

109. *Title:* AFRICAN FOLKTALES
Producer/Distributor: Learning Corporation of America
Description: This series of two films presents the folktales *The Cowtail Switch* and *The Rugmaker.*
Specific Material: Color films
Cost: Sale $125 per film

110. *Title:* INDIVIDUALLY-GUIDED EDUCATION FOR ALL CHILDREN
Producer: Wisconsin Research and Development Center for Cognitive Learning
Distributor: William W. Matthews & Company, Inc.
Description: The 22-minute color/sound motion picture tells the story of the Wisconsin Research and Development Center for Cognitive Learning by describing and interpreting its activities and outputs in three major research development programs: (1) Conditions and Processes of Learning, (2) Processes and Programs of Instruction, (3) Facilitative Environments. Outputs of the Center have been incorporated into a system of individually guided education. Featured are children and teachers working together in multi-unit elementary schools within actual school situations.
Specific Material: 16 mm motion picture
Cost: Rental $30 per week

111. *Title:* PROGRAMMING IS A PROCESS: AN INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY
Producer/Distributor: Office of Instructional Resources
Description: Viewers are introduced to the basic process of instructional technology: programming an instructional sequence for maximum student learning. More a basic introduction to the programming process rather than a detailed guide for program producers or consumers, the film is concerned with what it is rather than how it's done. Stressed are the description of student learning in observable terms and the measurement of instructional effectiveness as the central characteristics of a process applicable to any medium. The program is keyed to an accompanying viewer handout. The film must be projected in sufficient room light for viewers to follow the handout. 32 minutes
Specific material: 16 mm sound color film
Cost: Sale $160, rental $12 plus postage (for 3 days)
Viewer handouts $1 per set of 20.

112. *Title:* TECHNICAL SKILLS OF TEACHING
Producer: Stanford University, School of Education
Distributor: Stanford Center for Research and Development in Teaching
Specific Material: 16 mm motion pictures
Cost: Sale $200, rental $30 per showing

113. *Title:* MICROTEACHING: WHAT'S THAT?
Producer: Stanford University, School of Education
Distributor: Stanford Center for Research and Development in Teaching
Specific Material: 16 mm motion pictures
Cost: Sale $200, rental $30 per showing

1. *Title:* THE ROLE OF THE TEACHER IN THE CLASSROOM
Producer/Distributor: Association for Productive Teaching
Description: Manual is designed for understanding and improving teacher-pupil classroom interaction through the *Interaction Analysis* system. As an introductory and primary text for the *Interaction Analysis* programs, this book can be used in teacher education programs and as a basic guide for classroom research leading to a better understanding of the teacher-pupil relationship.
Specific Material: Book
Cost: Sale $1.50

2. *Title:* INTERACTION ANALYSIS TRAINING KITS
Producer/Distributor: Association for Productive Teaching
Description: Classroom activities are observed according to objectively-defined categories of behavior, with results recorded in a matrix. From the matrix record the teacher learns to recognize and understand better his own classroom behavior, to define more accurately his own concept of ideal teacher behavior, and to modify his behavior.
Specific Material: Written material
Cost: Sale training kit, level I $13.50; training kit, level II $15; transparencies, level I $14.50; transparencies, level II $14.50

3. *Title:* MINICOURSES FOR TEACHER EDUCATION
Producer/Distributor: Far West Laboratory for Educational Research and Development
Description: Each minicourse provides all the instructional material necessary for a teacher to learn a specific set of teaching skills, such as effective use of questions for discussion. A teacher devotes

55 to 75 minutes a day for 15 to 20 days to microteaching and reteaching with small groups of her own students, practicing the skills she has seen demonstrated on film. During each microteaching session, she videotapes her own performance and later evaluates her efforts.
Specific Material: Films; handbooks; evaluation forms
Cost:

Computer Code	Minicourse Package	Macmillan School Price
27350	Purchase	$1,425.00
27351	Lease-to-purchase in three years, four equal installments of $440	1,760.00
27352	Rental for six weeks	175.00
27353	Teachers handbook (order in quantity one per teacher)	1.80
27354	Coordinators handbook	3.60
27355	The minicourse in your school (order in quantity one per teacher and as needed for interested persons)	.24
27356	The minicourse: a microteaching approach to teacher education	5.97
27357	The minicourse: learning classroom skills through microteaching	no charge (preview)
27358	Three minicourse preview films	no charge (preview)

4. *Title:* INTERACTION ANALYSIS FOR FOREIGN LANGUAGE TEACHERS
Producer/Distributor: Association for Productive Teaching
Description: The complete kit contains five tapes, basic *Interacts* guide, and 12 unmounted overhead projector transparencies. The programmed guide, *The Foreign Language Teacher Interacts*, gives a full explanation of interaction analysis categories, tallying techniques along with matrix interpretation exercises and suggestions for skill development sessions to practice new behaviors. Each one-half hour tape gives examples of the 10 categories used in the Interaction Analysis approach. Tapes contain dialogues that are role played to represent various kinds of lessons in foreign language class. All foreign language tapes contain the same dialogues.
Specific Material: Written material, tapes, transparencies
Cost: Sale complete foreign language teacher interacts kit $33.50; individual tapes $5 each; guide $2

5. *Title:* TEACHING SKILLS FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS
Producer/Distributor: General Learning Corporation
Description: A new, multimedia program for improving teaching skills in both preservice and in-service settings, the program

consists of 34 sound/color films and 10 instructional manuals. In each short film an experienced teacher utilizes a specific professional skill before a small group of students. The accompanying manuals, divided into skill clusters, present a written introduction to the skill, suggest practice training drills, give the complete film typescript with behavioral commentary and analysis, and provide an evaluation sheet for supervisors and students to pinpoint the teacher's acquisition of the teaching skill.
Specific Material: 34 sound/color 16 mm films; manuals
Cost: Sale $2,995

6. *Title:* TEACHING SKILLS - ELEMENTARY PROGRAM
Producer/Distributor: General Learning Corporation
Description: This elementary-focused program consists of 19 sound/color 16 mm films and 10 instructional manuals.
Specific Material: 19 sound/color 16 mm films and manuals
Cost: $1,895

7. *Title:* TEACHING SKILLS - SECONDARY PROGRAM
Producer/Distributor: General Learning Corporation
Description: This is the secondary-focused program of *Teaching Skills for Elementary and Secondary School Teachers*, consisting of 19 sound/color 16 mm films and 10 instructional manuals.
Specific Material: 19 sound/color 16 mm films; manuals
Cost: Sale $1,895

8. *Title:* AIDE - AN INSTRUCTIONAL DEVELOPMENT EXPERIENCE
Producer/Distributor: General Learning Corporation
Description: This workshop seminar is designed to contribute to in-service efforts. A multimedia approach and an emphasis on practicality and individualization characterize AIDE. The basic program is flexible enough to meet the needs, time, personnel, and funds of individual institutions. AIDE demonstrates practical multimedia, flexible, and tested alternative modes useful in upgrading the performance of professionals in schools. With a design of three elements, each element is the motif for a one-day meeting.
Specific Material: Workshop
Cost: Consult distributor

9. *Title:* INSTRUCTOR DEVELOPMENT
Producer/Distributor: General Learning Corporation
Description: This professional monthly newsletter, published October through May, is designed to report on in-service education progress across the country; to provide ideas for organizing in-service programs and help set priorities for staff development; to supply the "know-how" and "how-to" of in-service strategies with special reference to materials; to keep track of personnel; and to offer stimulus material for faculty, department, and workshop meetings devoted to in-service issues.
Specific Material: Newsletter

Cost: Sale 10 copies of 8 issues $20; 25 copies of 8 issues $30; 50 copies of 8 issues $40

10. *Title:* PPIT - PRINCIPLES AND PRACTICE OF INSTRUCTIONAL TECHNOLOGY
Producer/Distributor: General Programmed Teaching
Description: This multimedia programmed workshop course can be used for groups or for individuals. Consisting of 15 self-contained units and representing about 20 hours of instruction, the course covers matching content to objectives, testing the instruction as well as the student, increasing group instruction effectiveness, providing individualized instruction in a group setting, and performing other professional activities.
Specific Material: Audio tapes, filmstrips, workbooks, monitor manual
Cost: Sale $650

11. *Title:* THE HILDA TABA IN-SERVICE EDUCATION PROGRAM - TEACHING STRATEGIES FOR DEVELOPING CHILDREN'S THINKING
Producer/Distributor: Institute for Staff Development
Description: This staff development program helps elementary and junior high school teachers or administrators to utilize teaching strategies which cause children to develop higher level thinking skills.
Specific Material: In-service training program
Cost: $1,000 for the training of one leader plus additional expenses

12. *Title:* THE DECIDERS
Producer/Distributor: Institute for Staff Development
Description: This staff development program for schools and other agencies that work with teenagers on values education is designed to train adults through local leaders who receive 50 hours of training from ISD. Each leader learns how to help teenagers improve their decision-making skills by analyzing values on issues such as relating to dating, drug use, and race relations. The trained adults then meet with groups of teenagers and help clarify the students' own values on such issues as drug use and race relations.
Specific Material: Staff development program
Cost: $400 for the training of each leader plus additional expenses

13. *Title:* BACKGROUNDS IN LANGUAGE
Producer: Upper Midwest Regional Educational Laboratory
Distributor: National Council of Teachers of English
Description: Package contains stimulus material for curriculum decisions on linquistics.
Specific Materials: Film strips; 16 mm motion pictures; kinescopes; audiotape

Supplemental Materials: Syllabus (teacher); syllabus (leader); basic readings; individual readings
Cost: Sale $700 purchase, rental $100 for six-week period

14. *Title:* BASIC EDUCATIONAL GRAPHICS
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: This combination provides a sound basis for instruction in graphic skills and successful classroom applications. Some of the areas covered are: manipulative use of charts, graphs, maps; proper standards for lettering; dry mounting; and composition. Single concept films present each skill technique step-by-step; transparencies review the set of steps and reinforce learning. The instructor's manual explores procedures for setting up and conducting preservice and in-service workshops.
Specific Material: Filmstrips with records; overhead transparencies; instructor and student manuals; material kits
Cost: Sale complete set $235; overhead transparencies $165; 10 filmstrips and 8 records $56; instructor's manuals $16; student manuals $1.50; student materials kit $2.50; demonstration kit $9

15. *Title:* SYSTEMS: INNOVATION
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: This visual instructional tool explores practical procedures for implementing innovative changes. It is designed to assist media specialists, workshop directors, administrators, and others who conduct preservice and in-service workshops in exploring the systems approach as a tool for effecting successful innovations and changes. Systems approach refers to the investigation of ways and means for establishing groups of people who can form themselves into action teams in order to analyze instructional problems systematically and then devise strategy to correct them.
Specific Material: Overhead transparencies; audio scripts; handbooks
Cost: Sale complete set $60; overhead transparencies $50; audiotapes $10; instructor's handbook $5; participant's handbook $2

16. *Title:* SYSTEMS: FACILITIES
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: As a visual instructional tool the set can aid teachers in creating improved learning facilities. Designed for use with in-service workshops, the series helps teachers and administrators explore problems associated with the design or renovation of learning facilities, with emphasis upon providing effective utilization of modern educational media.

Specific Material: Overhead transparencies; audiotapes; instructor's handbook; participant's handbook
Cost: Sale complete set $60; audiotapes $10; instructor's handbook $5; participant's handbook $2

17. *Title:* THE ADMINISTRATION SERIES
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: The series helps establish better understanding and improved communications for school administrative personnel with teachers and community groups. Material on the functions of administrative personnel is provided in such a way that teachers, PTA groups, civic organizations, and other community groups can understand and appreciate better the complexities of public school administration.
Specific Material: Filmstrips with disc recordings
Cost: Sale complete set $75

18. *Title:* PROGRAMMED INSTRUCTION
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: This series provides teachers with an introduction to programmed instruction and with the basic information for program selection and evaluation. Also, answers are given to those questions most frequently asked about P.I. such as: what is programmed instruction, what are its advantages and disadvantages, how is an instructional objective defined, and how is a program evaluated?
Specific Material: Filmstrip; audiotape; overhead transparencies; manuals
Cost: Sale complete set $65; overhead transparencies $45; filmstrip and audiotape $20; instructor's guide $3; participant's guide $1

19. *Title:* INSTRUCTIONAL GRAPHICS FOR TELEVISION
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: This comprehensive training series on concept-through-production of television graphics telescopes complicated television requirements into step-by-step presentations, giving participants an understanding of graphics standards as well as practical experience in visuals.
Specific Material: Filmstrip with audiotape; overhead transparencies; manuals
Cost: Sale complete set $70; overhead transparencies $50; filmstrip and tape $20; instructional manual $4; participant's manual $2

20. *Title:* CONVENTIONAL MEDIA
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division

Description: Materials deal almost exclusively with planning and utilizing films and filmstrips as effective teaching devices. Although this series is designed specifically to provide instructional materials for workshop and institute activities, many of the elements are adaptable for self-instruction.
Specific Material: 16 mm color motion film or 8 mm sound cartridge; overhead transparencies; sound-color filmstrip; manuals
Cost: Sale conventional media 8 mm, complete set $140; conventional media 16 mm complete set $185; transparencies $50; filmstrip and tape $15; instructor's manual $3; participant's manual $2; 8 mm motion film $80; 16 mm film $130

21. *Title:* CAMERAS IN EDUCATION
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: The camera is presented as a creative teaching tool, providing the teacher with opportunities to develop the student's awareness and his ability to observe and appreciate. A visit to the local museum or a botanical field trip in the country can intensify a learning experience when students record the events and subjects with cameras, storyboards, and scripts. This series gives teachers the simple instructional tools needed to initiate and follow through on such programs.
Specific Material: Sound filmstrips; overhead transparencies; manuals
Cost: Sale complete set $135; transparencies $50; filmstrips and tapes $60; instructor's handbook $3.50; 15 student manuals $30

22. *Title:* THE ELABORATIVE LANGUAGE SERIES: PRIMARY SET
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: This series provides carefully planned, concept-building language activities for use with exceptional, culturally disadvantaged, and preschool children. The accompanying media assists teachers working with children who have oral language deficiencies. Visual materials help children progress from simple language labeling and restricted thinking to increasingly elaborate speaking and thinking behavior. Oral participation provides imitation and practice opportunities. Conceptual development is structured around complete sentences, precise meanings, and differentiated expression.
Specific Material: Color filmstrips; records; student response booklets; handbook; manipulative, non-toxic shapes
Cost: Sale complete set $149; response books (105) $30; manipulative devices (120) $15

23. *Title:* ELABORATIVE LANGUAGE SERIES II: THIS IS ME
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division

Description: Intended as supplementary and complementary programs in reading and language, the series assists preschool and primary school disadvantaged children in developing linguistic skills.
Specific Material: Filmstrips (20); student readers (50 for five students); teacher orientation handbook
Cost: Sale $199

24. *Title:* YOUTH SPEAKS OUT
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: These filmstrips are concerned with determining the real attitudes and feelings of young people about the study of history, art, and literature and also about the use of narcotics. In this series, each subject is explored in an unrehearsed discussion by a panel of high school juniors and seniors from top scholastic level, followed by professional comments. Presented to student groups, these four units should enlarge student interest in subjects directly affecting the future and stimulate a desire for additional knowledge. These units help teachers in identifying the topics for emphasis and assist parent groups in understanding the attitudes and opinions of youth.
Specific Material: Four full-color filmstrips with a 3 3/4 IPS tape recording teacher's guide
Cost: Sale complete set $72; individual unit filmstrips and tapes $19.95

25. *Title:* MAN, SOCIETY AND THE WORLD
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: This series helps the intermediate-grade student understand his potential as a member of a complex society. It assists students in understanding present and future social problems and enables them to better reflect on critical issues.
Specific Material: Four filmstrips with audiotapes; 19 overhead transparencies; instructor's handbook; transparency manual
Cost: Sale complete set $98; overhead transparencies (19) $66.50; filmstrips $24; audiotapes $12; instructor's manual $3; transparency manual $3

26. *Title:* DISCOVERY WITH BLOCKS
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: This series helps children discover that their physical world is orderly and predictable. Although it has been designed for whole-class participation, *Discovery with Blocks* centers around individual involvement. The blocks direct most of the activity; their specific dimensions, shape, size, color, and touch are useful in identifying and interpreting the larger. As the children manipulate the blocks, verbal labels are attached to these physical stimuli. The four phases of the program are:

information acquaintance period, analysis and synthesis of visual patterns, examination of relational aspects and verbal-symbolic organization, and anecdotal record.
Specific Material: Filmstrip with audiotape; instructor's handbook; three sets of activity cards; set of characteristic blocks
Cost: Sale complete set $55; teachers manual $5; student readers (set of 10) $20

27. *Title:* TECHNIQUES OF EVALUATING TYPES OF LITERATURE
Producer: Educational Media Laboratories
Distributor: Tecnifax Education Division
Description: Literary criticism is treated as a vital skill for college study and for encouragement of independent thinking. While it is primarily designed for college freshmen and sophomores, teachers can readily adapt materials to the needs of advanced high school courses by decreasing the intensity of assignments and the amount of reading. Clearly defined methods and procedures of evaluation enable the student to develop understanding of what is involved in the mature judgment of written works. Each of the five lessons--criticism, essay, short story, novel, and drama--provides guidelines for studies.
Specific Material: 75 overhead transparency masters; 15 overhead transparencies for review; teacher's manual; student's handbook
Cost: Sale complete set $125; student's handbook $2

Slides and Filmstrips

1. *Title:* A CURRICULUM FOR URBAN PREKINDERGARTEN CHILDREN
   Producer/Distributor: Center for Urban Education
   Specific Material: Filmstrip--35 mm color with sound tape
   Cost: Consult the Board of Education of the New York City Bureau of Audio Visual Instruction

2. *Title:* URBAN PLANNING CURRICULUM (PLANNING FOR CHANGE)
   Producer/Distributor: Center for Urban Education
   Description: The slides offer instructional and professional training; they are accompanied by student workbook, teacher's manual, and resource material book.
   Specific Material: Slides 2x2 or 35 mm
   Cost: Consult the Center for Urban Education

3. *Title:* AN OVERVIEW OF DARCEE
   Producer: The John F. Kennedy Center for Research on Education and Human Development
   Distributor: DARCEE Information Center
   Description: Slide sequence presents a global review of the research, training, and demonstration projects in progress at DARCEE.
   Specific Material: Slide sequence
   Cost: No charge

4. *Title:* TEACHING NUMBER CONCEPTS
   Producer: The John F. Kennedy Center for Research on Education and Human Development
   Distributor: DARCEE Information Center

Description: Slide sequence shows an approach to teaching number concepts used in the DARCEE early training centers.
Specific Material: Slide sequence
Cost: No charge

5. *Title:* A TRAINING PROGRAM FOR MOTHERS
Producer: The John F. Kennedy Center for Research on Education and Human Development
Distributor: DARCEE Information Officer
Description: An intervention study involving mothers of children in a DARCEE early training center is reported.
Specific Material: Slide sequence
Cost: No charge

6. *Title:* WHAT'S INSIDE OF ME
Producer: The John F. Kennedy Center for Research on Education and Human Development
Distributor: DARCEE Information Officer
Description: Slide sequence illustrates the unit approach used as an organization tool for teaching skills and attitudes.
Specific Material: Slide sequence
Cost: No charge

7. *Title:* RESEARCH AND TRAINING REPORTS
Producer: The John F. Kennedy Center for Research on Education and Human Development
Distributor: DARCEE Information Officer
Specific Material: 35 mm slide sequences
Cost: No charge

8. *Title:* GENERAL INFORMATION MATERIALS
Producer: The John F. Kennedy Center for Research on Education and Human Development
Distributor: DARCEE Information Officer
Specific Material: Written documents
Cost: No charge

9. *Title:* PREPRINTS
Producer: The John F. Kennedy Center for Research on Education and Human Development
Distributor: DARCEE Information Officer
Specific Material: Written Documents
Cost: No charge

10. *Title:* INSTRUCTIONAL MATERIALS CENTERS AND AUDIOVISUAL-LIBRARY RESPONSIBILITIES
Producer: Instructional Materials Center
Distributor: Madison Public Schools
Description: Filmstrip, tape and manual, offered by Madison schools, demonstrates how library and audiovisual consultants

in a junior high school IMC administer a unified media program supporting curricular goals.
Specific Material: Filmstrip, tape, manual
Cost: Sale filmstrip and tape $10 ($10.50 if invoiced); manual $3.50

11. *Title:* (See listing below)
Producer/Distributor: Vimcet Associates
Description: Eighteen filmstrip-tape programs are now available for pre- and in-service teacher education in the development of behavioral objectives for industrial and military instructor training. Programs available cover educational objectives; systematic instructional decision-making; selecting appropriate practice; perceived purpose; evaluation; curriculum rationale: defining content for objectives, identifying affective objectives; analyzing learning outcomes; knowledge of results; teaching units and lesson plans; teaching of reading: discipline in the classroom; modern measurement methods; instructional supervision: criterion referenced strategy; experimental designs for school research; and utilization guide.
Specific Material: Written descriptive listing
Cost: Sale $15 per program, filmstrip, and tape; $2 per guide

12. *Title:* THE EARLY CHILDHOOD EDUCATION PROGRAM
Producer/Distributor: Southwest Educational Development Laboratory
Description: Filmstrip provides curriculum materials and teacher instructions for a complete program for children, ages 2-5. Four different sets of instructional materials are being developed--one for experientially deprived rural children; a second for disadvantaged urban children; a third for Spanish-speaking children in the inner city; and a fourth for Spanish-speaking children of migrant farm workers. All four curricula stress communications skills and experiences. The sequential materials emphasize cognitive development and listening and speaking skills that precede reading and writing. An integral part of each early childhood education program is a component for parent education and for the early involvement of parents and community in the education of young children.
Cost: Sale $4

Videotapes

1. *Title:* VIDEOTAPES (PROTOCOL MATERIAL)
Producer/Distributor: Associated Colleges of the Midwest
Description: The ACM Videotape Project produces and distributes videotapes of normal, unrehearsed classroom activity to improve and enrich activities (whether preservice or inservice) designed to increase the effectiveness of classroom teaching at the elementary and secondary levels (now identified as protocol materials).

The Videotape Project was conceived by Dr. Helen Berwald, professor of education at Carleton College, Northfield, Minnesota, and begun June 1, 1964, under a $160,000 grant from the Charles F. Kettering Foundation to the Associated Colleges of the Midwest. Pilot project purposes were (a) to determine whether portable, relatively low-cost television equipment could be used to record spontaneous teaching-learning activities in classrooms of varying lighting and acoustical conditions; (b) to produce a limited number of edited videotapes for use in professional education courses; and (c) to experiment with videotapes in appraising and improving the performance of student teachers.

In 1968, the project received additional support from the National Science Foundation. The main thrust of this effort has involved the production of tapes in cooperation with on-going curriculum projects, such as the sociological resources for the social studies project, the high school geography project, the earth science curriculum project, the Illinois committee on school mathematics, the Minnesota social studies project, and the anthropology curriculum study project. These videotapes, strongly oriented to the inservice programs for teachers, are designed to increase the fidelity with which the new materials are used in actual

classroom teaching; however, past experience has indicated that the same tapes edited and used somewhat differently can also be effective in preservice programs.

Cost: Listed below are all types of videotape playback equipment for which the ACM Videotape Project can now prepare dubbed copies of tapes. Quoted prices stand for each roll of tape when ordered through the project, and do not include the $20 fee charged for dubbing. Where more than one machine is listed, tape is interchangeable among machines listed.

Machine Type	Tape Width	Normal Max. Length	Price Per Normal Max. Length
Ampex	2"	67 Min.	$56
Ampex	1"	60 Min.	$54
Bell & Howell	1"	60 Min.	$41
Chester	1"	60 Min.	$41
GPL	1"	60 Min.	$41
IVC	;"	60 Min.	$41
RCA	1"	60 Min.	$41
Riker/CPE	1"	60 Min.	$41
Sony	1"	60 Min.	$54
GE	1"	60 Min.	$54
Sony	½"	60 Min	$38
GE	½"	60 Min.	$38
APECO	½"	60 Min.	$38
Shibaden	½"	60 Min.	$38
Concord	½"	40 Min.	$38
Panasonic	½"	40 Min.	$38

Code Numbers and Content of Individual Videotapes

SS 001: Children study a unit on the Japanese family. The activities cover the lesson review concepts of geography previously studied and present physical features of Japan.

SS 002: Focus on the ability of first-grade children to hypothesize the needs of Japanese families and to evaluate or interpret material.

SS 003: How story telling, social studies, and art can be effectively integrated within a kindergarten classroom.

SS 005: Fourth-grade children study basic economic concepts dealing with consumer choice by making out order forms while buying imaginary family Christmas presents with a fixed sum of money.

SS 006: Two consecutive lessons in which fourth-grade children become aware of factors affecting consumer choice by role playing.

SS 007: Two consecutive lessons in a fourth-grade class develop the basic concepts involved in the economic law of supply and demand by use of everyday experiences and familiar items.

SS 008: Shown are segments of three lessons in a fifth-grade geography class, exploring the concept that people use their physical environment in terms of their cultural values, perceptions, and level of technology. Maps of vegetation and soil type for a region, student hypotheses, and texts are used.

SS 009: Focus on a sixth-grade U. S. history class studying the culture of the Aztec Indians by bartering for goods which could have been found in an Aztec market place.

SS 010: Shown is a sixth-grade U. S. history class studying Aztec culture by formulating conclusions on that culture from pictures, fictional accounts, slides, and art.

SS 011: Sixth-grade students study the political structure of the Aztec Indians.

SS 012: Kindergarten children identify landforms in a unit on topography.

SS 013: Kindergarten children study landforms through pictures they have drawn and by playing with clay.

SS 014: Kindergarten children study landforms and the flow of

SS 015: First-grade children study the Quecha family of the Peruvian highlands by studying pictures of the physical environment, listening to stories, building model homes, and drawing pictures.

SS 016: First-grade children study the Quecha family of the Peruvian highlands by listening to a story and hypothesizing what kinds of foods the Quecha might eat by reviewing the foods that the Incas ate.

SS 017: First-grade children construct a model Quechan village and identify the types of clothing worn by the Quecha through pictures.

SS 018: Third-grade children look at pictures of Manus homes, hypothesize about the materials used, and check their hypotheses against written accounts.

SS 019: Parts are shown of three consecutive lessons in which third-grade children check previous hypotheses made about Manus homes and study a series of slides for additional details.

SS 020: Fourth-grade students hypothesize about the climate of three cities in India on the basis of geographic location and physical land features.

SS 021: Fourth-grade students read charts and interpret maps on India's climate, products, and population.

SS 022: A fourth-grade class studies the culture of India.

SS 023: A fourth-grade class studies the family structure and caste system of India.

SS 024: Fifth-grade children study how the site of New York City was used by its occupants in the late eighteenth and mid-nineteenth century in a sequent-occupance approach to geography.

SS 025: Fifth-grade children study present-day New York City in a sequent-occupance approach to geography with focus on the city's transportation problem.

SS 026: Fifth-grade children study present-day New York City in a sequent-occupance approach to geography, focusing on its types of industry and business and the reasons why.

SS 027: In a U.S. History course, sixth-grade pupils study the English settlement of Jamestown and Plymouth by reading on special topics, drawing their visualizations of colonial homes, and reading the story of Captain John Smith.

SS 200: Two lessons in an experimental sociology course as taught in a seventh-grade class are shown. In the first lesson students identify the kinds of roles people assume as they grow older and, in the second, factors which cause individual differences.

SS 201: A seventh-grade class in an experimental course in sociology discusses a questionnaire, how to tally its data, and how to use this data for testing generalizations.

SS 202: Team teaching in a seventh-grade experimental sociology course is shown in which students form generalizations from census data and compare these generalizations with ideas about American families presented in TV shows or comic strips.

SS 203: A seventh-grade experimental sociology course identifies discrimination and reactions to it by minority groups.

SS 204: A seventh-grade sociology class studies intergroup relations and discrimination based on fictionalized or biographical accounts of a minority group.

SS 205: Shown is a seventh-grade sociology lesson on determining the accuracy and authority of books and other accounts they have read.

SS 206: Parts of four consecutive lessons are shown in an eighth-grade class studying the American political system with focus on the executive process.

SS 207: Sequences are given from three lessons in an eighth-grade civics course focusing on political behavior, choice of leaders, and the unwritten constitution.

SS 208: Eighth-grade pupils present factors affecting Truman's decision to drop the bomb, with emphasis on executive decision making within a course on the American political system.

SS 209: An eighth-grade class does a case study on Kennedy's decision to quarantine Cuba by studying the relationship of Cuba to the U.S.; analyzing the role of the President as illustrated by newspaper articles; listening to Kennedy's speech; and discussing information they have obtained from interviews on adult reactions to the quarantine announcement.

SS 211: In a course on the American political system eighth-grade students begin a case study of Eisenhower's decision to send troops to Little Rock during the school integration crisis by filling out an attitude scale and by identifying the conflict involved in a socio-drama that was presented. Tape demonstrates team teaching.

SS 212: Team teaching is illustrated as an eighth-grade class studies the Little Rock crisis from the standpoint of the executive process in the American political system. After discussing the basic conflict and reading the President's decision to send paratroopers to Little Rock, the teachers role play the opposing attorneys in the Plessy vs. Ferguson case and the pupils assume the roles of Supreme Court justices who decide the case.

SS 213: An eighth-grade class is studying the executive process in the American political system. Through role playing, they demonstrate how specific groups of people would have reacted to the school board decision for integration.

SS 214: Working in small groups, eighth-grade pupils study the executive process of the American political system. The pupils discuss Governor Faubus's decision and then compare this situation to a more recent one in which Wisconsin's governor called upon the National Guard to handle a campus crisis.

SS 215: An eighth-grade class studying the American political system is introduced to the legislative system. The students play a simulation game, *The Great Game of Democracy*.

SS 216: Ninth-grade students in an economics course work on a farm problems unit dealing specifically with statistical data interpretation.

SS 217: A ninth-grade economics class studies the farm problem by examining supply and demand tables for different items to develop the concept of the inelasticity of demand.

SS 550: A twelfth-grade sociology class identifies stereotypes about different groups in American society on the basis of an analysis of short stories in magazines.

SS 551: Closeup of a twelfth-grade class in sociology in which the pupils and the teacher draw on personal experiences while discussing minority group reactions to white people and discrimination.

SS 600: Contrast between two different teaching methods in a twelfth-grade sociology course--lecture and the question-answer procedure--with emphasis on reviewing material, introducing a new topic, emphasizing points in a reading assignment, developing a concept, and recognizing the importance of empirical data in sociological research.

SS 601: In a twelfth-grade sociology class vocal student dissent arises when adult attitudes toward student behavior are studied.

SS 602: A twelfth-grade sociology class discusses in question-answer form what norms adults expect of adolescents, what factors change these norms, and which aspects of the social structure support the norms.

SS 603: A twelfth-grade sociology class studies the adult-child conflict by means of buzz groups and follow-up class discussions.

SS 605: A twelfth-grade sociology class tests an hypothesis about factors affecting student rebellion.

SS 606: A twelfth-grade sociology class retests a sociological hypothesis by using questionnaire data collected from a sample of seniors in their school. The tape shows the class identifying questions from the questionnaire to form an index of student rebellion.

SS 607: A twelfth-grade sociology class develops an hypothesis, tests it, works out index scores, and tallies questionnaire data. In the first part of the film, the teacher works out a problem dealing with the data.

SS 608: Students in a twelfth-grade sociology class build new hypotheses from previously established propositions and discuss whether or not a deduced hypothesis must be tested if the propositions from which it is deduced have been tested already.

SS 609: A twelfth-grade sociology class uses data from a questionnaire administered to pupils in the school to test an hypothesis suggested by a class member.

SS 610: A twelfth-grade sociology class begins a study of social institutions by categorizing events experienced by a fictional family which stem from personal choice or outside influence over which the individuals had no control.

SS 611: A twelfth-grade sociology class studies the topic of inequalities arising out of ethnic and minority group status by examining quotations about equality in this country and discussing the disparity between ideals and actual conditions.

SS 612: This tape, best viewed in combination with *SS 613* and *SS 614*, shows a twelfth-grade sociology class watching and then commenting upon the first part of a film contrasting the boyhood of Hubert Humphrey and of James Baldwin--with emphasis on how childhood events can shape a person's self-concept.

SS 613: A twelfth-grade sociology class views and comments upon the second part of a film which contrasts the boyhoods of Hubert Humphrey and James Baldwin. The teacher refrains from drawing generalizations for the pupils.

SS 614: A twelfth-grade sociology class discusses how a member of a racial minority group reacts to discrimination and how social institutions affect people in our society differently. Discussion is based on the film *My Childhood* which contrasts the early lives of Hubert Humphrey and James Baldwin.

SS 615: Drawings by children help a twelfth-grade sociology class explain some effects of discrimination upon Negro self-perception.

SS 616: Two consecutive days in a twelfth-grade sociology class are shown. The class is studying inequalities between whites and non-whites by listening to interviews with a group of Negro boys and a group of white boys of similar ages, social classes, and housing projects. Under particular study is the assumption that differences in self-perception of Negroes and whites might be due to social class.

SS 617: A twelfth-grade sociology class works with a social distance scale, comparing their responses with those of a national sample. They particularly explore reasons for difference, possible explanations for similar rankings in 1927 and 1959 national samples, and differences in attitudes towards various kinds of social relationships. Pupils study the composition of the samples used and the effects of cultural learning upon attitude.

SS 618: A twelfth-grade sociology class discusses prevalence of certain stereotypes about minority groups, reasons for differences in the extent to which they are held by pupils and the national sample, and the ways in which these stereotypes have developed.

SS 619: Ninth-grade girls study an experimental course on geography in an urban age by matching industries to geographical areas.

SS 620: Ninth-grade girls study an experimental course on geography in an urban age through small group discussions on the effects of factories on communities and communities on factories. They also make flow charts for materials used in factories.

SS 621: Two consecutive lessons are covered in a ninth-grade geography class. In the first lesson a speaker from a local company describes the source of materials used by his company and how they are used. In the second lesson, students develop and explain flow charts.

SS 622: These consecutive lessons in a ninth-grade geography class focus on factors affecting factory location by having the pupils work as groups to determine a location for a new metal fabricating plant.

SS 623: Through role playing, ninth-grade students in a geography class determine where to locate a new metal fabricating plant.

SS 624: The teacher gives ninth-grade pupils help in drawing a diagram illustrating the importance of different factors which determine the location of a specific industry. Pupils then explain their finished projects.

SS 625: Eleventh-grade geography students examine patterns of hunger and high population, hypothesizing about factors which may be found in these types of regions.

SS 626: The eleventh-grade students in an urban geography course identify areas of both high population and hunger, and then set forth hypotheses about other factors found in these places analyzing the relationships between hunger and farmland distribution.

SS 627: Eleventh-grade students in an urban geography course focus on the problem of hunger in the world and its contributing factors.

SS 628: As parts of three consecutive lessons, eleventh-grade pupils look at the distribution of agricultural products and factors affecting the production of different products. Lessons take forms of small-group oral presentations and class discussion.

SS 629: Eleventh-grade pupils discuss the relationships of population distribution and cropland and also the distribution of different types of agricultural products. They then categorize factors affecting agriculture and compare these factors with those affecting manufacturing.

SS 630: Listening to an interview of a farmer, an eleventh-grade class in an urban geography course compares agriculture and manufacturing, particularly considering whether a farmer or a manufacturer can exercise the greater degree of personal preference in selecting a location for operation.

SS 631: An eleventh-grade geography class plays a simulation game in which the students assume the roles of farmers during the 1880's.

SS 632: Eleventh-grade geography students consider how successful they were as farmers in their simulation game and then resume the game for the 1920's and 1930's.

SS 633: Eleventh-grade geography students analyze *The Game of Farming* by having buzz group leaders present an unrehearsed panel discussion.

SS 634: Shown are two consecutive lessons in a tenth-grade U. S. history class embarking on a study of the Civil War and Reconstruction. During the first lesson students discuss the relationship of the current civil rights movement with the slavery system that existed in the U. S., offering different interpretations of slavery. In the second lesson they discuss the effect of slavery on Africans sold as slaves and how these people had to change in order to survive.

SS 635: Studying the Civil War and Reconstruction, a tenth-grade U. S. history class summarizes conclusions about the relationship between present day civil rights problems and slavery, discusses in buzz groups how one learns behavior in our society and how one develops his self-concept, and draws conclusions about slave life from a slide showing an advertisement for a sale of slaves.

SS 636: In covering the Civil War and Reconstruction, a tenth-grade U. S. history class summarizes its ideas about socialization and development of a self-concept, considers how slavery affected the socialization process of black children, and discusses how white society could have justified their treatment of slaves.

SS 637: A tenth-grade U. S. history class studying a unit on the Civil War and Reconstruction evaluates the bias and competency of various sources of slavery.

SS 638: Two consecutive lessons are shown in a tenth-grade U. S. history class which is studying a unit on the Civil War and Reconstruction. In the first lesson the class studies Elkins' idea of the Sambo stereotype, together with his theory of how slaves developed certain characteristics because of culture shock and treatment. In the second lesson the class discusses ideas found in Negro spirituals, drawing conclusions about the songs on the question of whether or not Negroes actually exhibited the characteristics of the Sambo stereotype.

SS 639: Tenth-grade U. S. history students, studying the Civil War and Reconstruction, summarize the impact of slavery upon slaves by comparing the life of slaves with the life of factory workers of that era.

SS 640: An eleventh-grade class in a unit on the U. S. S. R. studies Soviet foreign policy in Eastern Europe by comparing general factors which affected Soviet foreign policy to those of American foreign policy.

SS 641: An eleventh-grade class, in a unit on the U. S. S. R., discusses similarities and differences between American foreign policy in Vietnam and the Soviet invasion of Czechoslovakia.

SS 642: An eleventh-grade class, in a unit on the U.S.S.R., discusses similarities and differences in factors affecting the foreign policy of the U. S. and the Soviet Union.

SS 643: An eleventh-grade class, ending a unit on the Soviet Union, reacts to a comparison between Russian and American foreign policy. The class also analyzes a hypothetical invasion between two imaginary countries, applying principles of Soviet foreign policy learned in previous lessons. During the last half of the lesson, a unit on China is introduced by having the students take a word association test and then discuss their first reactions to China and the Chinese people.

SS 644: An eleventh-grade area studies class begins a study of China by discussing an attitude survey.

SS 645: An eleventh-grade area studies class looks at maps and slides of China while formulating and checking hypotheses about the country's physical features and population distribution.

SS 646: An eleventh-grade class studies the geography of China. This tape provides a good comparison with *SS 645*.

SS 647: In a twelfth-grade course on value conflicts and policy decisions, this introductory lesson on war and peace shows students answering a series of questions from a news magazine and then analyzing effects from a thermo-nuclear war.

SS 648: Twelfth-grade students, covering a unit on war and peace, attempt in a class discussion to define war. The teacher uses the difficulties in defining the term to emphasize the complexities of war.

SS 649: Twelfth-grade students, in a unit on war and peace, describe different American attitudes toward war, discuss whether or not any cause is worth human sacrifice, and identify the attitudes toward war expressed in three different songs.

SS 650: Two consecutive lessons in a twelfth-grade class studying war and peace are shown. In the first lesson the students contrast the effectiveness of types of media in expressing attitudes toward war. In buzz groups they discuss attitudes needed for peace and how to develop them. In the second lesson the students examine attitudes expressed in poems, television programs, and newspapers; answer an attitude test on ways to prevent wars; and discuss contradictory attitudes within their own classroom.

SS 651: Twelfth-grade students, in a unit on war and peace, discuss the possibilities of accidental nuclear destruction and the question of whether or not war is inevitable because of human nature.

SS 652: Twelfth-grade students, in a unit on war and peace, endeavor to develop a generalization about the causation of war, discuss whether Waller's War Fever thesis explains all wars, and consider the relationship between beliefs about causation and possible solutions for war.

SS 653: In consecutive tenth-grade sociology lessons students play two versions of *Parents' Dilemma,* a game which simulates a conflict situation of overpossessiveness between parents of an only child.

SS 654: In playing a simulation game, *Parents' Dilemma,* tenth-grade students discuss what the game simulates and possible changes of behavior in the two versions they played.

SS 655: Tenth-grade students use a version of *Resources and Arms* to simulate conflict between nations and then review the use of models in the social sciences.

SS 656: Tenth-grade pupils discuss their versions of *Parents' Dilemma* which they have just simulated, their behavior changes between the second and third versions of the game, and how the model of the third game can be applied to the situation in a story which they read before coming to class.

SS 657: Tenth-grade students compare models used in three versions of *Parents' Dilemma* and *The Potato Story,* discussing applications of the models to real life situations.

SS 658: Tenth-grade students play the first version of *Resources and Arms,* a game simulating conflicts between nations and presenting the dilemma of using resources for arms or for more productive purposes. This tape is used best in connection with *SS 657* and *SS 659.*

SS 659: A tenth-grade class discusses their three versions of the simulation game *Resources and Arms,* generalizing about what they learned.

SS 660: Twelfth-grade students summarize what they have learned from playing a simulation game, looking at the conflict situations in terms of a continuum between conflict and cooperation and relating the game on *Resources and Arms* to the international situation.

SS 661: A twelfth-grade class studying a unit on history as culture change interprets evidence which may be obtained at an archeological site.

SS 662: Twelfth-grade students study an anthropology unit on history as culture change by examining, in groups, an archeological site map and drawing inferences about the people who lived on this site.

SS 663: Two lessons in a twelfth-grade class studying an anthropology unit on history as culture change are shown. Pupils compare what they have inferred from a map to what they learn from a filmstrip describing the area. They also examine two stones, tentatively identifying them as tools and speculating about which stone was produced first and why man did not produce such tools sooner.

SS 664: Twelfth-grade students, studying an anthropology unit, look at changes in the skulls of men from the earliest times to the present, compare these changes with what they have discovered about changes in tools, and consider whether there is a relationship between the two.

SS 665: In an anthropology unit twelfth-grade students discuss part of an article, "Man Before History," and draw inferences about the way in which people in Jarmo might have lived, using data from a brief reading on Jarmo, a drawing of what Jarmo might have looked like, and pictures of artifacts found at Jarmo.

SS 666: Twelfth-grade students, studying an anthropology unit, compare how the people of Jarmo lived with the Bushmen's life, studying the interrelatedness of different cultural aspects together with how inferences are drawn by anthropologists about ancient man from few artifacts.

SS 667: Twelfth-grade students, covering an anthropology unit, examine translations of Sumerian texts found on clay tablets, drawing inferences about the people of Sumer and comparing them with the people of Jarmo and the Bushmen. In a second lesson the students discuss an article on "The Peasant and Modern Civilization" and whether or not one society should impose its culture upon another.

SS 800: A series of sequences are shown in which pupils of different grade levels use maps in a variety of activities.

SS 801: Junior high school teachers try to help pupils learn how to evaluate sources of information. The first lesson deals with the advantages and disadvantages of fiction and biography as sources of information. In the second lesson pupils pick out points of agreement and disagreement in various accounts of Truman's decision to drop the atom bomb on Hiroshima.

SS 802: This series of tenth-grade classes in United States history focuses on developing skill in evaluating sources in terms of bias and competency of authors.

SS 803: These sequences from elementary and secondary school classes show pupils considering the incompleteness or limitations of certain kinds of data.

SS 804: A number of junior high and high school classes are shown dealing with assumptions and inconsistencies. In some sequences, pupils examine assumptions and identify inconsistencies; in others the teacher does this.

SS 805: Sequences are shown from two different classes in which the teacher has the opportunity to help students learn more about logical reasoning.

SS 806: Sequences from two different classes are shown in which the problem of value judgments arises and the teacher asks students to define terms operationally, without using that terminology.

SS 807: Sequences are shown from a number of junior and senior high classes in which the teacher is using buzz groups in various ways.

SS 808: Sequences are shown from five different classes in which the teachers use some form of recitation or discussion. The teachers differ in the kinds of questions they ask, in the way they encourage students to speak, and in the extent of their own comments.

SS 809: Portions of four different classes are shown in which teachers use an evaluation device.

SS 810: These series of sequences illustrate inquiry strategies of teaching at the elementary school level, with lessons differing as to the place they would occupy on a continuum between exposition by the teacher and inquiry by pupils.

SS 811: Sequences from junior and senior high classes are shown in which the teachers use inquiry strategies of teaching. Differences are demonstrated in teaching style, objects of inquiry, and types of materials and experiences used to stimulate inquiry.

IN 800: A highly flexible scheduling program in a junior high school is shown, with a team of teachers planning a unit.

2. *Title:* DYNAMICS OF CLASSROOM BEHAVIOR
Producer: Vermont Educational Television
Distributor: Great Plains National ITV Library
Description: This series of twelve 30-minute programs is designed for teachers, principals, and counselors for study of changes in student behavior through encouragement, application of logical consequences, group discussion, and the use of group dynamics principles. Among the problems examined during the series are

learning and behavior, slow learners, underachievers, acting-out and passive resistant pupils, and exceptional and handicapped children. A booklet of program summaries authored by Dr. Dreikurs, who appears in the videotaped programs, accompanies the series.
Specific Material: Videotape (quadruplex or kinescope)
Cost: Rental $60 per tape

3. *Title:* DIFFERENTIATED STAFFING
Producer/Distributor: Instructional Systems Associates
Description: This series of 10 informative videotapes on differentiated staffing explains how to use the innovation.
Specific Material: Videotape or kinescope (16mm)
Cost: Sale individual tape $100; complete set of 10 tapes $900
Rental individual tape per day $32.50 (not including postage); complete set for five days $250 (not including postage)

4. *Title:* PROFESSIONAL DECISION MAKING
Producer: Johnsen Publishing Co.
Distributor: N.E.T.C.H.E.
Description: Combined syllabus and videotape present a range of problem situations, providing necessary background in related literature and research to assist the neophyte teacher. The tape of 20 potential conflict situations and accompanying syllabus provide teachers-in-training with experiences requiring decisions on specific teaching problems.
Specific Material: Videotape (Ampex 660 2"; Ampex 7000 1"; Sony 1"; Sony ½") Syllabus
Cost: Videotape three-week rental $60, semester rental $100, reorder for additional semester $50
Syllabus $2.95 per copy

5. *Title:* WRITING EDUCATIONAL OBJECTIVES
Producer/Distributor: State University System of Florida
Description: This programmed exercise is designed to provide learners with an opportunity to analyze and write behavioral objectives.
Specific Material: Handbook
Cost: Consult distributor

6. *Title:* TEMPESTS IN TEACHING
Producer/Distributor: State University System of Florida
Description: A collection of videotaped critical incidents portraying various critical situations encountered by teachers in their relationships with students, parents, and fellow teachers.
Specific Material: Videotape
Cost: Consult distributor

7. *Title:* TRAINING POTENTIAL TEACHERS IN THE USE OF AUDIO-VISUAL EQUIPMENT
Producer/Distributor: State University System of Florida

Specific Material: Microteaching videotapes
Television lessons
Cost: Consult distributor

Title: WRITING EDUCATIONAL OBJECTIVES IN BEHAVIORAL TERMS
Producer/Distributor: State University System of Florida
Specific Material: Televised presentation
Cost: Consult distributor

Appendix A:
Definition of Terms

The following definitions used in compiling and preparing this catalog are intended to represent various current definitions in the field of education.

Mini-course: A selective, topical or, intensified presentation of a course.

Micro-course: A concentrated scaled-down course. Generally topical with a limited set of objectives and time allotments, giving a student an opportunity to focus on new and quite specific materials, methods and/or techniques with built-in provision for feedback.

Model: A representative object or characterization - i.e., a dimensional recreation or an abstraction as characterized by a mathematical formula.

Behavioral objectives: A statement of a goal or task that identifies the scope, nature, and requirements to be evaluated coupled with criteria of performance, and the conditions under which they are to be performed--and expressed in terms of the behavior the learner will be able to demonstrate at the conclusion of the learning experience.

Protocol materials: Records or recordings of human behavior without interpretation that cannot, by definition, be simulations, either scripted or improvised, or staged re-enactments, rehearsed or of otherwise previously observed or assumed events. It must be stressed, furthermore, that protocol materials cannot be used merely for illustrative purposes or as examples since this use excludes the notion of empirical verification essential to the definition. Nor, for the same reason, can they be used as "model" norms of acceptable and desirable behavior.

Instructional systems: A formalized process of planning, designing, and developing a learning-instructional format or experience, i.e., a model, computer-assisted instruction, programmed instructional material, and integrated media packages.

Programmed instruction: An individually paced and sequentially designed instructional medium that allows the participant to proceed through the material while provided with the cues as to his performance and success.

Inquiry kits: A collection of instructional materials ranging from primary resources and relia through simulated materials that foster specific thinking skills, i.e., observing, classifying, coding, hypothesizing, concluding, evaluating, and inferring.

Simulation: Broadly defined as a representative format of a realistic setting or situation that provides the participant with the opportunities to make decisions or solve problems and further provides or allows feedback for the evaluation of actual or potential performance, i.e., role playing in an administrative situation or participation in a structured teaching setting.

Gaming procedures: In reference to simulation as a device, structured package, strategy, or model that provides the opportunity for the participant(s) to deal with abstract problems and interrelationships in structured or semi-structured competition with outcomes based on group criteria and rationale with gaming processes and strategies generally open-ended.

Appendix B:
Distributors of
Mediated Resources

With each listing of mediated resources for teacher educators appears the name of a distributor. Users of this catalog are urged to contact these distributors directly for information on contents, costs, or availability. They are listed below with full addresses.

I. Audiotape Distributors

A. Sound Education Reports
1091 Nottingham Way
Los Altos, California 94022

B. Stanford Center for Research and Development in Teaching
770 Welch Road
Pao Alto, California 94304

II. Gaming and Simulation Distributors

A. Academic Games Associates, Inc.
430 East 33rd Street
Baltimore, Maryland 21218

B. Applied Simulations International, Inc.
Suite 900
1100 17th Street, N. W.
Washington, D. C. 20036

C. Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

D. Warren H. Groff
Temple University
College of Education
Philadelphia, Pennsylvania 19122

III. Motion Picture Distributors

A. Center for Urban Education
105 Madison Avenue
New York, New York

B. Central Midwestern Regional Educational Laboratory
10646 St. Charles Rock Road
St. Ann, Missouri 63074

C. Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

D. McGraw-Hill Films (division of McGraw-Hill Book Company)
300 West 42nd Street
New York, New York 10036

E. IDEA
Information and Services Division
P. O. Box 446
Melbourne, Florida 32901

F. Learning Corporation of America
711 Fifth Avenue
New York, New York 10022

G. William W. Matthews & Company, Inc.
130 Seventh Street
Pittsburgh, Pennsylvania 15222

H. Office of Instructional Resources
University of Illinois at Chicago Circle
Chicago, Illinois 60680

I. Stanford Center for Research and Development in Teaching
770 Welch Road
Palo Alto, California 94304

IV. Multimedia Distributors

A. Association for Productive Teaching
5408 Chicago Avenue South
Minneapolis, Minnesota 55417

B. Far West Laboratory for Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

C. General Learning Corporation
3 East 54th Street
New York, New York 10022

D. General Programmed Teaching
A Division of Commerce Clearing House, Inc.
424 University Avenue, P. O. Box 402
Palo Alto, California 94302

E. Institute for Staff Development
1020 Corp Way, Suite 101
Palo Alto, California 94303

F. National Council of Teachers of English
508 S. 6th
Champaign, Illinois 61820

G. Tecnifax Education Division
The Plastic Coating Corporation
Holyoke, Massachusetts 01040

V. Slide Distributors

A. Center for Urban Education
105 Madison Avenue
New York, New York

B. DARCEE Information Officer
Peabody College - Box 151
Nashville, Tennessee 37203

C. Madison Public Schools
545 W. Dayton Street
Madison, Wisconsin 53705

D. Vimcet Associates
Post Office Box 24714
Los Angeles, California 90024

E. Southwest Educational Development Laboratory
800 Brazos
Austin, Texas 78701

VI. Videotape Distributors

A. Associated Colleges of the Midwest
Video Tape Project
Carleton College
Northfield, Minnesota 55057

B. Great Plains National ITV Library
University of Nebraska
Lincoln, Nebraska 68508

C. Instructional Systems Associates
P. O. Box 337
Temple City, California 91780

D. N.E.T.C.H.E.
1600 R Street
Lincoln, Nebraska 68508

E. State University System of Florida
Instructional Technology
107 W. Gaines Street
Tallahassee, Florida 32304

The AACTE Committee on Studies'

Subcommittee on Educational Technology

in Teacher Education

W.C. Meierhenry, Chairman of Subcommittee
Professor of Education
University of Nebraska

Burdette W. Eagon
Associate Vice President for Academic Affairs
Wisconsin State University

Don McCarty
Dean of the College of Education
University of Wisconsin

Gordon Tubbs
Director of Instructional Technology
Markets Development
Eastman Kodak Company

Paul Witt
Head of Instructional Development
Michigan State University

Herbert Hite
Chairman of Department of Education
Western State College

Phil Lange
Professor of Education
Teachers College, Columbia University

Mark Smith
AACTE Associate Director